

DOCUMENT RESUME

ED 172 828

IR 007 468

AUTHOR Conroy, Barbara
 TITLE Cooperative Information Network Staff Development Project: An Evaluative Study with Recommendations. Final Report.
 INSTITUTION Cooperative Information Network, Stanford, Calif.
 PUB DATE 1 Apr 79
 NOTE 95p.
 EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Library Cooperation; *Library Networks; *Library Programs; Questionnaires; Research Methodology; *Staff Improvement; *Summative Evaluation
 IDENTIFIERS *California; *Cooperative Information Network

ABSTRACT

A study was conducted to examine and evaluate the impact of the Cooperative Information Network (CIN) Staff Development Project (CIN-SD) in individual CIN libraries and to recommend methods for establishing on-going staff development programs in libraries. This report presents findings gathered from a survey employing questionnaires and interviews, provides an assessment through 12 conclusions, and proposes a number of specific recommendations. A large portion of the study is a staff development evaluation form, developed from the CIN staff development experience, and intended as a tool to assist library administrators and staff members in establishing on-going staff development programs in their libraries. Appendices provide the study methodology, survey findings, staff development questionnaires for libraries using and not using CIN-SD, schedules of interview questions (staff and administrator forms), and list of the systems and libraries participating in the study and the library personnel interviewed. CIN is a communications network among all types of libraries in five northern California counties intended to expand and improve information services. (Author/JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

COOPERATIVE INFORMATION NETWORK

STAFF DEVELOPMENT PROJECT:

AN EVALUATIVE STUDY WITH RECOMMENDATIONS

Final Report

by

Barbara Conroy

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Cooperative Information
Network

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

This report, funded through LSCA,
was accepted by the Board of Directors
of the Cooperative Information Network
on March 31, 1979, in Santa Clara, California

Cooperative Information Network

Stanford, CA

April 1, 1979

ED172828

IR007468

CIN STAFF DEVELOPMENT PROJECT

Background Statement

The Cooperative Information Network Staff Development Project first took shape in a proposal written in June, 1975, by members of the CIN Board of Directors.* The proposal stated, "The premise, therefore, for this total program is that improved personal development leads to improved program development and service and that each library itself must eventually assume primary responsibility for its own efforts in staff development." This follows the assumption that strong, well-functioning individual libraries are necessary for a network or system to have the same characteristics. Going one step further, a library network is really composed of librarians, not libraries; broadening and improving staff capabilities to meet needs of their own patrons will produce more effective libraries and better use of the resources of a network. This project was charged with discovering methods and available resources by which this improvement of librarians' capabilities, singly and collectively, could take place. The flavor was to be of search and experimentation. The testing ground would be actual training programs for CIN member libraries. The results, i.e., evaluated programs and locations of additional resources, would be available to help all libraries.

The target group within CIN's 331 libraries included staffs of public, special, academic, and school libraries. Figures in the CIN DIRECTORY (the published directory of libraries, with staff and collection information) showed that approximately 48% of all CIN librarians worked in public libraries; 29% in four-year academic and community colleges; 15% in special libraries;

*The Cooperative Information Network is a federally funded library network specializing in interlibrary reference referral among four types of libraries throughout five counties.

and 8% in school libraries. The philosophy which places a network as the key to intertype library resource sharing prevailed in the staff development project. Throughout the project activities were strengthened by the involvement and contributions of staff from different types of libraries. However, some activities were directed to public libraries, for the project was created as a response to recommendations in a study of the effectiveness of public library systems by Peat, Marwick, Mitchell & Co., 1975; CIN's area includes three public library cooperative systems whose reference functions interact with the network.

The first task was to conduct a comprehensive needs assessment. Based on its findings, during the first year the project sponsored a series of workshops in basic communications skills, a prototype project for in-service training in libraries, a slide-tape presentation on network skills, and other products. In the second year, the project utilized the communications workshops and in-service prototype to continue training-of-trainers in libraries and at the system level, and provided consultations and more in-service presentations for CIN libraries. During the in-service activity the project director stressed the necessity for an organized approach to staff development. Essential components of the process, needs assessment, leadership, planning, training design, and evaluation, were identified. Project funds also made possible the purchase and production of a collection of "learning packages" to be used as individual training tools or as a basis for workshops.

In the third year, the in-service presentations continued in the CIN area. Also, because it was an LSCA project, wider dissemination of the findings, expertise, and products was deemed appropriate and desirable; consulting and training services were introduced to two public library cooperative systems outside the CIN geographic area: North Bay Cooperative

Library System and Inland Library System. The collection of "learning packages" and other resources for training, workshops, and education concerning staff development concepts and methods was listed as available for use by any requesting library and a circulation/feedback procedure became an on-going operation. To further fulfill requirements identified by the original needs assessment, a series of workshops was conducted for directors and middle-managers to improve their organizational development skills.

In the fourth and final year, the project director was charged with spending 50% of her time working with systems and libraries outside the CIN area, and in-service training to CIN libraries was continued. In order to examine the impact of the project and to guide future planning for staff development, the CIN Board of Directors commissioned a study by an outside evaluator. The study was to supply an assessment of the project, recommendations for the future, and assistance to library directors and staff in making decisions about staff development. After accepting the Report in March, 1979, the Board made it a basis for long-range planning.

Other documents are available concerning the work of the project. In addition to the required quarterly reports to the California State Library, the project director published two annual resource lists, a needs assessment report, a report of in-service training, a summary of the first year's work, and an article in California Librarian (July, 1976).

We hope this project has provided opportunities to staff to improve library services to their clientele. Also, we hope this report is useful to California libraries as they face substantive changes.

Esta Lee Albright, Director
CIN Staff Development Project

COOPERATIVE INFORMATION NETWORK
STAFF DEVELOPMENT PROJECT
AN EVALUATIVE STUDY

Table of Contents

Introduction.....	1
Part 1 An Assessment of the Project.....	3
A. Conclusions.....	4
B. Observations.....	15
Part 2 Recommendations.....	19
A. Alternative A: Systems Base.....	21
B. Alternative B: Library Base.....	25
Part 3 Staff Development Assessment Form: A Decision-making Tool for Libraries.....	29

Appendices

A. Study Methodology.....	49
B. Survey Findings.....	55
C. Staff Development Questionnaire (for libraries using CIN-SD).....	81
D. Staff Development Questionnaire (for libraries not using CIN-SD).....	85
E. Schedule of Interview Questions - Administrator Form.....	87
F. Schedule of Interview Questions - Staff Form.....	89
G. Systems and Libraries Participating in the Study.....	91
H. Interviewed Library Personnel.....	93

Introduction

This evaluative study of the Cooperative Information Network Staff Development Project (CIN-SD) is intended to "examine and evaluate the impact of the CIN Staff Development Project in individual CIN libraries, and recommend methods for establishing on-going staff development programs in libraries." (from Request for Proposals, p. 2) Thus, the study presents findings and, based on those findings, develops an assessment of the Project and recommendations for future staff development efforts. A portion of the study provides "a tool for decision-making by individual library directors, which they can apply in meeting current and future personnel requirements." (Ibid. p. 3) Hopefully, this study will assist administrators and staff members learn from the CIN-SD experience and seek new ways to provide staff development during this period of transition and in the future.

Part 1 presents an assessment of the Project with conclusions that address the impact and effectiveness of CIN-SD and, in some instances furnish an overview of it. These conclusions are supported by the survey findings detailed in Appendix B and described but briefly under each conclusion. In this first part, the evaluator's observations are included for the perspective they may bring to the study.

The recommendations in Part 2 are based on the experiences of the Project and information from the survey. Prefaced by questions to be asked as they are considered, two alternatives are presented, each indicating feasible and advised directions for each group affected by library staff development.

Part 3 assembles key factors and essential elements of library staff development found in the CIN-SD experience. This tool is intended to assist library administrators and staff members establish on-going staff development programs in libraries. It presumes the existing strengths and limitations found in the CIN-SD libraries, and may guide individuals in those libraries who are committed to continued staff development efforts.

In many ways, the entire document is a tool, for the survey findings, conclusions, and observations each highlight facets of staff development that may be important for a library administrator, a library educator, or a library staff member to consider in planning for staff development. The recommendations are directed to the CIN Board for their decisions and action. Yet, these recommendations could also be considered and implemented by individuals or libraries even if not adopted by the CIN Board.

The Appendices are intended to supplement and clarify and detail the assessment of the Project. Appendix A describes the study methodology, giving its scope and process, its constraints, and a profile of the survey responses. Appendices C through F include the forms used in the survey and, for the questionnaires, give the tallied responses for the questions. Appendices G and H list the systems and libraries that participated in the study and the library personnel who were interviewed.

Appendix B reports the findings from the survey's questionnaires and interviews. This section presents findings that describe views of staff development in general, of staff development in the particular library, and of CIN-SD and its effects on library staff development. Concluding this part are administrative and staff views of the impact of California's Proposition 13 on staff development efforts in libraries.

The study assesses the impact of the CIN-SD and presents recommendations that will sustain what the Project has initiated. This assessment and these recommendations, together with the Staff Development Assessment Form, present a package of information to aid decision makers considering staff development.

Barbara Conroy
Tabernash, CO
March 30, 1979

PART 1 AN ASSESSMENT OF THE PROJECT

The Cooperative Information Network Staff Development Project (CIN-SD) is described more fully in a background statement included elsewhere in this report. Throughout its three and a half years, CIN-SD has been guided by its stated premise: "improved personal development leads to improved program development and service and... each library itself must eventually assume primary responsibility for its own efforts in staff development."* The experimental base allowed flexibility and adaptiveness from year to year in the overall program focus and from library to library as CIN-SD responded to training needs. Despite its small staff (essentially a one person operation), CIN-SD pushed at limitations to effectively demonstrate a variety of forms and formats of staff development activities.

Because of the length of time and the varied activities, firm figures on the number of libraries involved and their levels of intensity are not available. Apparently, however, staff members from about one third of the CIN libraries did engage in the Project's activities. This survey presents reported attitudes and accomplishments of those library administrators and staff members. In this assessment of the Project, the stated conclusions are based on survey findings as reported in Appendix B. For a closer look at the evidence behind the conclusions, the reader is advised to consult the Appendices. Then, the recommendations presented in Part 2 emerge from these conclusions and from the observations made by the evaluator during the survey.

The definitiveness of the assessment is conditioned and qualified by two factors. One factor is the lack of a clear picture of the state of staff development in these libraries prior to the Project, during its various phases or at the present time. Any view of the present is further diffused by the effects of Proposition 13. In other words, we have no snapshots of the past with which to compare the present. Further, our snapshot of the present is blurred because we can't hold the camera steady in the changing world. As is so often the situation in seeking to measure the results from learning events after the fact, concrete evidence is less available (or possible) than we would wish. The second

* Request for Proposals, Attachment B: CIN-SD Description, p. 10.

factor is that the findings are "reported" rather than "evidenced" by the individuals in the libraries surveyed. In some cases, these reports were substantiated by direct observation, follow-up questioning and the cross-checking of information from different sources. Although helpful and revealing, most of the data is opinion and thus limits the extent to which CIN-SD can be asserted to be the direct cause of what has or has not happened in the libraries involved.

In addition to the assessment, the survey was to glean information useful to decision-makers in their consideration of future planning for developing library personnel. The assessment itself has produced valuable information for that purpose for much of the CIN-SD experience is directly applicable at the library level, at the systems level, at the network level, and, indeed, for the individual learner. Now, the decisions to apply what has been learned are the responsibility of the library, the system, the network and the individual.

A. Conclusions

1. An awareness of staff development exists in libraries participating in CIN-SD.

This awareness includes a relatively sophisticated view of both the concept and the practice of staff development. A substantial number of administrators and staff members at all levels are able to talk about staff development as a concept and an approach as well as the more apparent activities, such as workshops and seminars. At one level, most individuals are able to identify specific results in themselves and others with their learning activities. And, at another level, they are able to define and discuss its more elusive areas such as purpose, responsibilities and learning and even, in some cases, the role of staff development in a library. Although only informally noted, one correlation seems to exist: the depth of understanding of staff development appeared greater with those libraries that had had inservice training on-site and those that had had direct consultant-type assistance from the Project Director.

Survey findings reported in Appendix B, Section 1 are the major support for this conclusion. The degree of understanding of the

differences between staff development and continuing education, the purposes of staff development in the library, and the role and responsibility for staff development -- all these were key issues. And, each of these was also apparent while information for Section 2 was being elicited, particularly in the interviews where probe questions could reveal whether the understanding was superficial or substantive. It was obvious that administrators and staff, particularly staff, had spent time and effort honing their perception and practice of staff development.

In some aspects in Section 1, the sample of CIN libraries not participating in the Project was equally aware of the distinction between staff development and continuing education and of the purposes for staff development. The sample was small, however, being 6 libraries surveyed only through questionnaire so the depth of understanding is not known to be (or not to be) comparable with that of the libraries participating in the CIN-SD.

2. In some cases, the existence of the Project gave staff development a visibility it had not had previously.

By making staff development available through the network, the question was put to each library administrator and perhaps to each staff member: "Do you declare or deny your interest, use and support of this Project (i.e. staff development)?" In some instances, it apparently caused some assessment of the present internal efforts, a review of the needs of the library and a decision to make a commitment of staff time and effort. Simply by offering the option of this available opportunity, a decision was required either by deliberation or default.

Interviews with administrators and staff revealed that each saw the Project as an opportunity but the choice to use it or support it depended, in the first place, on what priority the administrator assigned to staff development. Secondly, the individual faced the choice of whether or not to engage in the activities and that choice depended on the priority (and interest and sense of need) on the part of the staff member. The fact that the choices were there to be made, itself, drew a focus on staff development.

3. Staff development activity, as such, has increased in many libraries due to CIN-SD.

The opportunities, the guidance and the availability of resources served as a stimulus and an incentive for many individuals and libraries to engage in staff development. Some libraries, viewing it holistically, used CIN-SD to supplement or intensify their own staff development efforts. Others, less active or able inhouse, used the Project to provide most of the in-depth training opportunities. For some, CIN was just another supplier of learning opportunities, one of many available to them, helpful in some ways and not so helpful in other ways. For a few libraries, the Project provided an initial awareness that staff development was more than just a workshop or two. This awareness seemed linked to how closely the Project Director worked with a staff to develop inservice training.

Regardless of the level of sophistication, interviews revealed that library personnel were more conscious of varied ways for development to occur and were more active in engaging in learning activities than they had been, reportedly, before the Project. For some, the involvement in CIN-SD activities sustained their view of staff development as activity-based (that is, a series of activities) rather than a function of the library (integrated with other library functions). With either approach, involvement in staff development apparently did increase substantially in many libraries due to CIN-SD.

4. Libraries, for the most part, benefitted from their involvement in CIN-SD.

Individuals in each library surveyed made statements about the gain or benefit to the library and to individuals. Library personnel saw and reported performance and attitudinal changes that were significant in their libraries. Libraries and personnel who were involved in CIN-SD tended to be heavily and repeatedly involved. None of the information collected in the survey indicated why libraries chose to become involved or not to become involved. Repeated involvement could be seen as an endorsement, especially if the reported benefits were consistently apparent.

Library administrators reported improved awareness and skill in such areas as reference, administrative skills, communications and meeting management. On-the-job applicability of these skills was identified and specified, particularly through the interviews. Cross-checking verified that these were indeed identifiable and used on the job. Although it varied from individual to individual and from library to library, much of the effectiveness of the Project resulted from increasing the knowledge and skill level of the participants in the learning opportunities. Through this involvement, participants implicitly affirmed the first part of the premise that guided the Project: "improved personal development leads to improved program development and service...".

As learners or administrators (or both), many were able to make use of the Project to gain from the point of view it offered as well as from the subject matter. Often the Project activities were able to effect learning on two levels, thus offering a dimension not often presented by other outside training opportunities. The added dimension was that of learning about library staff development as well as the topic being presented.

The usefulness of this dimension was less understood than was the usefulness of concrete and specific skills development. Although most of those asserting an understanding of the "approach" used by CIN-SD in the questionnaire responses, the interview question directed to staff revealed that this understanding was not at the level of the conceptual approach, but rather an "understanding" of specific activities. The systematic approach of the Project's development and of its services was perceived and understood by a significant minority of those involved in CIN-SD efforts. Some of this minority group have been able to make application of the approach in their libraries. Others have not had the opportunity yet and do not see it in the near future.

An important area of benefit for many was evident in nearly every staff interview: the importance of the interchange with others from other libraries. Achieved through seminars, workshops or staff exchanges mostly, this opportunity for sharing of ideas and problems and concerns and solutions gave breadth to the staff

member and personality to CIN-SD. Learning from these informal opportunities was often very significant, particularly for the smaller libraries.

In sum, the major benefits identified by CIN-SD participants surveyed center around the following categories: 1) awareness of a topic and/or of staff development per se; 2) increased ability due to new skills or knowledge; 3) a picture of the overall world of libraries and library personnel in the region and state; 4) improved morale due to a greater sense of capability and worth of the individual participant.

5. Certain CIN-SD activities were perceived consistently as useful by both administrators and staff.

From the viewpoint of those surveyed, CIN-SD methods that benefitted individuals and libraries the most were ranked as: workshops, staff exchanges, inservice (i.e. inhouse) training, consultant assistance, learning resource packages and learning to train others. This list, weighted from the ranking done by questionnaire respondents, combines those development methods seen as "most effective," "having the quickest results" and "most lasting results." Although it is not possible to correlate these responses with those who had experienced or observed particular activities, the clearcut and consistent pattern indicates these activities as the most "valuable" of the services and resources offered through CIN-SD.

6. Efforts to document and evaluate staff development results have been minimal by CIN-SD or by participating libraries.

CIN-SD documentation efforts recorded attendance, use of resource packages, presentations and kinds of services given to libraries. Their evaluation focused on the activities and program rather than on learner application of knowledge or skills. These were reported regularly to the CIN Board, the CIN-SD Advisory Committee and the State Library. The results were used to develop subsequent activities and services and to justify and account for funds being used. CIN-SD made an attempt to evaluate learner results in two inservice projects and the communication skills workshops.

Libraries, with few exceptions, made little effort to evaluate the learnings achieved or applied by staff members participating in CIN-SD or other development activities. A number of libraries documented staff attendance either by noting the fact in a personnel file or in requiring a report of the learner/participant. Some used staff development involvement as a consideration in the personnel appraisal process. But, for the most part, the pattern of evaluation of staff development results was both informal and subjective, if it was done at all.

Library administrators, considered as a group, indicated that evaluation was an abstract value, in some cases of importance, but it was not a priority and was either difficult or impossible to accomplish. Therefore, provisions were usually not made for evaluation as a matter of policy or procedure, although there were instances where performance levels of staff were thought to have improved but rarely did these have any linkage with specific learning or development.

Both an irony and a consequence can be seen. The first, the irony lies in the attitude held by a number of administrators that the importance of staff development has to be "proved" before it deserves high priority in their library. Several expressed a need for more obvious and measurable results before making a commitment to engage in staff development efforts. The irony is that they are asking of others what they do not encourage or provide for themselves.

One of the consequences of the lack of evaluation of staff development is beginning to be seen. Since little or none has been done, staff development cannot be defended against budget cuts and it becomes expendable in times of tight resources if there is no background information, no justification and no real conviction of its value. One staff member interviewed put it succinctly: "If it is not important enough to evaluate, then it is not important enough to do."

7. The majority of libraries surveyed do not perceive they presently have the capability to do their own internal staff development although CIN-SD has provided a basis on which to build that capability.

From its beginning, the Project sought to enable libraries to do their own staff development. Its basic premise includes the aim that "each library itself must eventually assume primary responsibility for its own efforts in staff development." Thus, this is a key facet in assessing the Project. But the responses from various segments of the interviews and questionnaires do not paint a consistent or clear picture of this most important facet of the Project.

Fifty percent of CIN-SD users and non-users indicated on the questionnaires that they did not believe their library has the capability. Fewer than 20% indicated that they thought their library now had that capability, many were "unsure." Administrators were more negative on this question than were staff and often administrator and staff opinions were divergent. The reasons for this negative view, this diversity of opinions, are only speculative for, although comments were solicited, few were offered. The term "capability" was not defined on the form and administrators may have seen lack of time and money as limiting that capability. Staff may have seen lack of skills or interest as the limitation. So, "capability" cannot be closely tied to "knowing how" since that was not a given or shared part of the question.

In contrast to this reported lack of capability were the responses indicating that half of the respondents to the questionnaire believe that staff development leadership now exists in their libraries. "Leadership" like "capability" was not defined as being person(s) or function(s), and those responding may have seen it in very different ways, conditioning their responses. For some, there may be little connection between leadership and capability. The responses to the leadership question, like those on the capability question, showed little congruence between the administrator and staff of the libraries where that comparison could be made.

The interviews, on the other hand, surfaced different responses. When asked if the Project had strengthened the staff development capability of the library, the majority of staff members indicated that CIN-SD had provided basics on which the library could now continue to build. Some pointed out additional abilities needed but many felt that the capability was there and that CIN-SD had, at least in part, made that possible.

Interviews with administrators asked for their staff development plans for the future. A number of administrators indicated that they would be building on the basics and the capability that had been the contribution of CIN-SD to their library staff. The outcomes and opportunities provided through CIN-SD were valued and commented on by several.

Both in administrator interviews and those with the staff, direct statements and inferences were made to indicate that CIN-SD had been helpful to increase abilities, of individuals and of the library to do their own staff development. Many indicated that they, and their libraries, had, in fact, done several activities aimed at staff development in their own libraries after learning from the Project and using Project and other resources.

8. Responsibility for library staff development is seen primarily as that of the library.

A bare majority of questionnaire responses revealed that the primary responsibility for staff development is seen to rest with the library, and, by extension, with the library administrator as the key decision-maker. The administrator thus becomes instrumental in initiating staff development efforts and providing resources to enable staff development whether internal or outside sources are used to produce it.

Of the other choices listed (the individual, the system, CIN) none were even closely ranked with the library as having primary responsibility. However, a very close second to those indicating the library as responsible were those who thought staff development was a shared responsibility, involving all of these choices.

The clarity of these preferences for the library as responsible to provide staff development is put in some perspective by the responses on the questionnaires indicating that about 65% of the respondents perceive their library as providing some given percentage of their staff development. Twenty-five percent indicated that no staff development is provided by the library but that other sources are used, including CIN-SD. The library being responsible for the development of its staff does not mean it must produce all training activities, of course,

but it is surprising to weigh this perception alongside the assignment of responsibility.

If, indeed, the employing library is seen to hold the primary responsibility for staff development, and if administrators of libraries are not convinced of the internal capability of the library to do staff development, a serious implication exists. If CIN-SD and other suppliers of staff development opportunities do not continue their activities and services, it seems unlikely that staff development will be produced internally or available outside. Thus, deliberate staff development efforts may become non-existent because the internal capability is not perceived to exist and the external opportunities may not exist.

9. The "outside-ness" of the Project was perceived to be an important factor in its usefulness.

The neutrality of the Project's locus (i.e. CIN) gave it many advantages: The Project was most often seen as an objective and available resource subsidizing the development costs of learning opportunities and offering a stimulus, leadership, expertise, and, above all, credibility to staff development efforts. It brought personnel from many libraries together for active interchange in a relatively "safe" learning environment. It provided a model and example of the various means of developing staff. It intervened usefully within the libraries that sought it. It enabled learning on many levels and an awareness where that did not previously exist, especially with regard to staff development.

For some libraries CIN-SD was the first deliberate attempt with staff development and/or the first use of outside resources. For others, this was not a new experience in using outside resources, but it often differed from other resources by being backed by the availability of consultation from the Project Director or from presenting a library context. Administrators and staff acknowledged that the benefits from CIN-SD were merged with in-house efforts and those from other outside sources used. Consequently, all the benefits of "outside-ness" do not belong to CIN-SD alone.

On the other hand, disadvantages were also perceived: Outside-ness may have deterred the transfer of staff development functions to the libraries involved, and postponed the impact of the expectation that the Project would prompt each library to "eventually assume primary responsibility for its own efforts in staff development." Being outside, the project could not assure follow-up and reinforcement of learning following workshops, inservice training or consulting.

In some libraries, follow through and reinforcement was done in the library and important learning continued to occur. In other instances, individuals exposed to CIN-SD resources and services continued their own efforts personally or within their sphere of influence within the library. Where made, the decision to continue staff development efforts was a conscious decision either of personal or policy nature. But, often there was no such decision and individuals and libraries tended to rely on learning opportunities from CIN-SD, matching their needs as best they could to what was available. In some libraries CIN-SD may have fostered a dependence on an outside provider. An alternative to the outside provider would have been to rest the responsibility on the library itself. And, the consequence of that might have been no increase in staff development opportunities.

10. Barriers to staff development constrict staff development efforts but do not curtail them entirely.

The four barriers most often identified in staff interviews were time, staffing and scheduling difficulties, money and attitudes. For the most part, allocation of staff time and the staffing and scheduling arrangements required were internal matters for each library. CIN-SD attempted to schedule events to fit with most library patterns but had little impact on the resolution of these problems by each library. The library was confronted with meeting its service patterns as well as scheduling staff for learning opportunities when they were offered.

CIN-SD made a definite contribution, acknowledged as such by administrators, by making its resources available for learning opportunities often not possible to produce in most libraries. Whether CIN-SD was used as a primary or supplementary source of staff development, these resources eased the drain on individual libraries, reducing the money barrier insofar as direct costs for producing learning events

was concerned.

Staff interviews highlighted a second contribution from CIN-SD that relates to these barriers. Staff members indicated that CIN-SD worked with administrators and staff to build a receptivity to staff development and an understanding of it. In some libraries, this fostered a climate of acceptance for development. In some libraries, this was instrumental in assisting administrator and staff to address and provide for staff development. In some libraries, according to the interviews, staff development efforts would not have been focused or planned without CIN-SD's stimulus.

Thus, CIN-SD addressed and reduced some of the barriers that often prevent staff development. It may have provided just the margin of difference that prompted some libraries to engage more actively in staff development than they would otherwise have done.

11. The Staff Development Project supported the goal of the Cooperative Information Network.

According to interviews with staff, administrators and the CIN Director, CIN increased its visibility through the Project. This visibility, in turn, encouraged use of CIN's other resources and services. By enabling interchange of library personnel from all types of libraries and at various levels of staffing, many of those surveyed reported that they now turn with greater knowledge and ease to tap the resources of other libraries because they know the library or the individual better. The visibility did enable understanding and may have built commitment from many staff levels. Thus, the goal of CIN is supported and the Project has helped CIN "to develop a communications network among all types of libraries for the purpose of expanding and improving information services...making information from all libraries available to all libraries..."*

12. Library staff development efforts will probably be curtailed by direct and indirect effects of Proposition 13.

Under the pressures brought on libraries and other public service agencies and institutions, a greater proportion of effort and resources will be spent on maintaining the levels of library ser-

* Request for Proposals, Attachment A: CIN: Background, p. 9.

vice that are possible. Staff cutbacks and turnover will increase, making staff development even more important, but the level of support and changed priorities will probably reduce staff development efforts to on-the-job training primarily. Planning for staff development will be forestalled awaiting clearer definition of training priorities and possibilities. Individuals seeking learning opportunities to enhance their career potential will be responsible for finding and using those opportunities employing their own personal resources. Individuals with reassignments of new people hired will have to rely on their own coping skills and occasional guidance from other pressured staff members. Staff development within the library will be needed and wanted, but will probably not be available.

Organizations established to provide learning opportunities for libraries and other public service institutions will offer fewer activities and those offered will cover broader topics. Since attendance will drop off because library development budgets are not adequate, fewer activities will seek to draw from a wider range of staff levels and interest areas. More will be held on Saturdays to enable staff to attend on their own rather than library time. Consultants will be available to work within a library or a system of libraries, but budgeting may not allow that. Staff development opportunities outside the library, used less and likely to be funded less, will become less available.

When these two tendencies -- less staff development inside and outside the library -- begin to be felt, the individual library staff member will feel a pincer effect. On-the-job capability will be threatened, affecting morale as well as the level of library service. Personal fulfillment and job satisfaction will be reduced. The individual will seek and probably find self-directed learning projects, local college offerings, and library literature a partial answer to training needs that have been self identified. The major responsibility for development will rest on the individual.

B. Observations

Observations of the evaluator include questions that occurred during the information gathering process and reflections from analyzing

the information. They do not justify conclusions or warrant recommendations, but they may be useful for a perspective.

1. The perception of the differences between staff development and continuing education was often very astute and unusually sophisticated. This perception was not confined to any one level of staff.
2. The differences in perceptions between staff and administrators is interesting. Perhaps it points to the differing perspectives "inside" information or the lack of open communication.
3. The Project does not seem to have addressed the needs and requirements of school libraries. Most libraries involved in CIN-SD are public, academic and special.
4. Comparisons between the user and non-user (of CIN-SD) samples surveyed must be done with caution and qualifications since the size of the non-user group (11 forms sent, 6 returned) may be too small to be significant or meaningful. Yet, it does give some indication and such comparisons, such as those about the perceptions of staff development and continuing education, the responsibilities for staff development and staff development leadership, are surprising in their similarity.
5. Many of those involved in CIN-SD activities recognized the unusual person and ability of Project Director, Esta Lee Albright. Essentially this was a one person project with the strengths and limitations that brings. Perhaps because of this personal identification, five or six staff members interviewed indicated that the reason they had agreed to be interviewed was because of what they "owed" the Project for all it had done for them.
6. The designated priorities of the Project differed from year to year. One year it was training in reference, communications and networking (1975), the next it was learning packages (1976), then moving outside the CIN area (1977) followed by evaluation (1978). These differences gave variety to the Project and may have influenced which libraries used which resources during which year(s).
7. The study did not attempt to address the question of why libraries elected to participate in CIN-SD or not. This would have been helpful if it could have been identified these many months after the decision had been made.
8. The survey, contacting as it did all of the extensive users of

CIN-SD may itself have initiated reflection about the Project and its effects on a broader scope than had been done previously by administrators and staff members in these libraries. The survey may also have effected, in some sense, a closure for the Project since "evaluation" is usually seen as terminal.

9. When learning activities are neither specific nor related to the user's perception of need, staff development efforts may be seen to be low priority or expendable.

10. CIN-SD offered several factors important to effective staff development: specific, need-related learning activities; repeated examples and models; one-to-one contact; user perception of need; availability of opportunity; cost to user; timing.

11. The inability (or inarticulateness) of individuals to describe a role for staff development may indicate the lack of tradition of seeing libraries with roles and functions guiding the organization's activities more than lack of understanding of staff development on the part of administrators or staff. In describing the "role" or "place" of staff development, most indicated that it needed to be integrated with other functions of the library. Yet, as individuals described staff development they had been involved in, they reported activities rather than a process or function.

12. Several interviewees indicated that it was difficult to draw a focus on CIN-SD and its effects since they learned from a wide variety of sources over the last three years and CIN-SD activities were not easy to isolate from other development efforts.

13. Some library administrators and staff members perceived the CIN-SD activities as replicable and acted on that perception. Others did not think the activities were possible to re-create in their own library or system. The perception may have created the reality.

14. Several questions both on the questionnaire and in the interviews allowed and encouraged responses on the basis of personal experience and perception. Consequently, the figures and comments collected were very dependent on the involvements of those individuals, what position they held in the library, and just how they connected with the various CIN-SD activities.

15. The lack of documentation and evaluation of staff development may

be regrettable since it prevents decision-makers from knowing what has resulted from the investments made. But this situation is not unique to libraries (other professional areas do not place a high priority on this) or to staff development (evaluation of library services and activities is just coming to be acknowledged as important). However, techniques are known and available to reduce the subjective nature of what has been done in the past, and to enable library managers (or individual library personnel) to plan ahead for evaluation of substance and reliability.

16. Presenting his views in a letter (December 26, 1978) to the ALA Executive Director, Mr. George T. Riley, Director of San Mateo (County) Department of Community Services, states the concerns he has regarding the effect of Proposition 13 on library services. He indicated that one of the dilemmas their county faced following the election was "the inability or weaknesses in the library profession to have or apply criteria in the area of defining service priorities...and in general being weak in quantifying and debating issues or services within the context of criteria and the requirement to set priorities." He suggests that ALA encourage the profession to focus attention "on the issue of priorities and criteria...(a) give more legitimacy to the fact that there are competing priorities for the service dollar; (b) provide technical tools and insight in dealing with such issues; and (c) improve the general management of library services." The library profession, he states, "seems not to want to establish such priorities, and non-library managers tend to be more arbitrary if the library profession cannot present its rationale in a better light." This, as the open and frank opinion of a municipal official, can offer insight and guidance to librarians for internal management and external justification of library staff development. This may be the point in time where lack of sound planning and systematic evaluation may deny libraries the opportunity to continue development efforts more vitally needed than ever before to deal with the changing times.

PART 2 RECOMMENDATIONS

The draft report directed these recommendations to the review and consideration of the CIN Board at their meeting on March 13, 1979. Now, in this final document, the recommendations are directed to the decision makers wishing to explore the possibilities for making the most of the CIN-SD groundwork (of awareness and skill) and the existing strengths of the CIN libraries. More recommendations have been made here than may be possible to address or implement, but this allows the Board and others a greater opportunity to eye the options, select among them and prioritize the choices made -- and then to take action.

These recommendations have three bases. The major base is in the findings from the survey, primarily those concerned with the need, staff development awareness and skill, history and experience in the surveyed segment of the CIN libraries, the impact and effectiveness of the Project, and the perceptions and attitudes revealed in collecting information. A second base for these recommendations is the directive of the Evaluation Review Committee, designated by the CIN Board to oversee the evaluation effort. That directive was to explore the possibilities for future cooperative staff development. And, the final base is the evaluator's previous experiences with library staff development at various levels and from a number of different perspectives.

Beyond the alternative to do nothing, complete and fold up the Project and its records by June 30th, are two different approaches. Each of these approaches seeks to build on the unique strengths and known limitations of the base organization. Alternative A is based on the cooperative library system as the foundation for continuing library staff development. Alternative B is based on the individual library or library system as the foundation. Each alternative has positive and negative trade-offs best perceived by the CIN Board and CIN libraries. The evaluator presents both here as being viable, but neither being preferred since it is unclear whether systems or libraries are more committed to continuing staff development. Wherever the commitment lies, there is the greatest likelihood for continued staff development efforts.

To assist the CIN-SD Board and others to consider, discuss and negotiate the alternatives described in this section, the following questions are suggested:

- A. What are the realistic possibilities of future cooperative staff development?

What is the level of support required to continue the desired level of staff development activity?

Is staff development thought important enough to gain the amount of support required?

Is staff development seen as a means of coping with the struggle for library survival?

Has the CIN-SD experience benefitted those involved sufficiently to warrant a struggle to continue the effort?

Does the rate of intense involvement of CIN libraries in CIN-SD (about 30%) reflect lack of interest, need, awareness?

If libraries or cooperative systems assume staff development efforts, will that support their organizational goals?

What is the most viable delivery level for staff development activity?

- B. Where does the responsibility lie for initiating the next staff development steps?

Whose responsibility is it to provide staff development opportunities for CIN libraries?

Does the prime responsibility at this point for the next steps rest with CIN? with libraries involved in CIN-SD? with all libraries in the state? with cooperative library systems?

What immediate problems will have to be faced?

Who can make the necessary decisions about next steps?

- C. What is the best possible use for the existing staff development resources developed by CIN-SD?

Can CIN-assisted staff and library strengths now become the base for continued staff development efforts?

How can the use of replicable activities be encouraged?

What is the best possible use of CIN-SD staff between now and the termination of the Project?

The major question either of the alternatives raises, of course, is: Is the kind of cooperative effort each of these calls for really a possibility to develop and maintain a continuing staff development effort? Certainly the need for staff development will be felt as the effects of cutbacks, reassignments and lowered morale become more

prevalent. But, with severely tight budgets, will staff development be seen as crucial to library functioning? Certainly, in either of the alternatives, shared responsibilities and cooperative efforts are required and the success of either alternative is tenuous in resting on a cooperative approach.

Each alternative outlines recommended decisions and/or actions by the major groups involved in sharing responsibilities for library staff development. The organization is described with the rationale guiding its involvement, followed by a listing of the specific recommendations being made. In some instances, the recommendations are the same or similar for Alternative A and B, but in other cases, the recommendations are very different. Comparison of the two Alternatives might suggest some interchange or the development of a third pattern. Libraries and library personnel considering these recommendations could feasibly consider implementing some specifics prior to or in addition to an overall plan of action adopted by the CIN Board. And, many of these recommendations are applicable beyond CIN boundaries. In considering the specific recommendations and the alternative approaches, the essential criteria to weigh include: interest, commitment, feasibility, risks and costs.

A. Alternative A Systems Base

Recommendations outlined here rest on the overall base of the Cooperative Library Systems holding the major responsibility for continuing library staff development efforts in the CIN area.

1. California State Library: These recommendations seek to strengthen the leadership role of CSL and its capability as an information source to enable the cooperative library systems to follow through the original Staff Development Project intention and effort.
 - a. Identify, articulate, and make public CSL commitment to library staff development in light of the current changing circumstances under Proposition 13. (Note: If there is not a commitment to library staff development, that should be stated to prevent false expectations. If there is a commitment to library staff development, energy, skill, time and funds must follow that commitment.)

- b. Identify and make public available funding sources (eg. LSCA, etc.), amounts and guidelines for mandated or discretionary library training.
 - c. Assign a consultant knowledgeable in staff development to work with the systems in planning, implementing or evaluating system staff development.
- 2. Cooperative Information Network: These recommendations advocate an active CIN responsibility useful to CIN, congruent with its networking and leadership roles, supportive of its stance as an inherent major link between CSL and the three systems and an important cohesive influence.
 - a. Determine the scope of CIN's present responsibility for training in CIN area libraries. (Note: Is training still to be an essential component? Are libraries not involved in CIN-SD to be considered? Are Inland and North Bay to be affected?)
 - b. Identify funding source possibilities for ad hoc or on-going training activities.
 - c. Explore possible new organizational homes for the CIN staff development function. (Note: Extension of the present project might be considered for CIN under different funding, for any of the three systems, or for an organization like CLASS.)
 - d. House and maintain resource file (of places, packages, trainers, etc.) to replicate it and provide it to systems as a directory.
 - e. Enable systems to do learning resource package distribution for system members. (Note: This would entail a deposit collection and description of current methodology.)
- 3. Cooperative Information Network -- Staff Development: These recommendations use the existing credibility base and expertise of the Project and its remaining resources as a final catalyst to systems. Actions taken by CIN-SD must be completed by June 30, 1979.
 - a. Develop and announce plans for CIN-SD's future, including how systems and libraries can use remaining CIN-SD resources.
 - b. Meet with system boards to elicit continued involvement in staff development and present Project wrap-up plans.
 - c. Identify staff development leadership and present and potential trainer capability in system libraries.

- d. Work as consultant with systems to share knowledge of the needs and to recommend best methods of training to meet those needs, such as resource people and the present packages.
 - e. Produce resource file (of trainers, packages, source information) to be located at each system headquarters. Include procedural sheet of how to keep current, and annotate resources as to ease and conditions of successful replication.
 - f. Deposit copies of all packages with each system with instructions on distribution practices to be maintained by system.
4. Cooperative Library Systems: These recommendations utilize the existing leadership role, shared strengths, and assigned staff of the cooperative library system to develop new application for the CIN-SD basics now present in the area's libraries.
- a. Assess level of interest and capability to provide system-wide staff development functions. Include responsibility and resources.
 - b. Use CIN-SD Project Director as consultant to identify natural and trained trainer resources. (Note: Consider skills in the systems approach and in training/facilitation.
 - c. Sponsor advanced training of trainers workshop to prepare individuals for planning, implementing and evaluating learning events.
 - d. Develop a method of interchange (lend-lease) among libraries within the system for staff exchanges and replicable activities to enable on-site total staff development for short-term learning activities using the best methods.
 - e. Develop method for interchange with other systems for programs, packages and consultancy services.
 - f. Explore means to document and evaluate staff development results. (Note: City, county, campus contacts may have interest, assistance and follow through capability.)
 - g. Develop more system avenues to enable staff to share their learnings with other staff.
 - h. Develop and then implement action plan to include academic and special libraries in the staff development programming efforts.
5. Individual Libraries and Library Systems: These recommendations take the CIN-SD basics built over the past three years and applies them close to the specific type and level of need. The local base

results in local decision-making and copes with fewer resources.

- a. Assess own interest, staff capability and available resources for staff development. (Note: Explore city, county, campus for the possibilities and advantages they may offer.)
 - b. Assign liaison responsibility with the system for "staff development affairs."
 - c. Use existing or build new communications channels, such as staff meetings, special bulletin boards, memos and newsletters to inform staff of available opportunities, staff development policies and resources.
 - e. Encourage a supportive climate to foster individual responsibility shared with library responsibility for staff development.
 - f. Develop methods of identifying and keeping track of present and future staff development needs. (Note: Personnel appraisals, supervisory staff meetings, administrative team review may provide this information.)
 - g. Use Part 3 of this document to guide local library decision-making concerning library staff development.
6. Individual Library Staff Member: Although not characteristically viewed as the one primarily responsible for providing learning opportunities supportive to job assignments, the individual may wish for more than will be provided. Staff members may plan for and perform their own learning efforts under any alternative.
- a. Identify one's own learning needs in relation to present or future positions.
 - b. Assist others to identify their needs.
 - c. Seek and share available learning opportunities. (Note: Self-directed learning projects, study groups, on-the-job coaching, pooled library literature sources are all possibilities.)
 - d. Document learning efforts and record them for future career development and credentials.
 - e. Evaluate one's own learning and indicate what was learned and how the learnings were applied. Ask others to assist in that process.
 - f. Assist others to document and evaluate their learnings and overall development.

B. Alternative B Library Base

Recommendations outlined here rest the major responsibility for continuing library staff development efforts in the CIN area with the individual library and/or its library system.

1. California State Library: These recommendations seek to strengthen the leadership role of CSL and its capability as an information source to enable the individual libraries to follow through the Staff Development Project intention and effort.
 - a. Identify and articulate and make public CSL commitment to library staff development in light of the current changing circumstances under Proposition 13. (Note: If there is not a commitment to library staff development, that should be stated to prevent false expectations. If there is a commitment to library staff development, energy, skill, time and funds must follow that commitment.)
 - b. Identify and make public available funding sources (eg. LSCA, etc.), amounts and guidelines for mandated or discretionary library training.
 - c. Assign a consultant knowledgeable in staff development to work with the libraries in planning, implementing or evaluating library staff development.
2. Cooperative Information Network: These recommendations advocate an active CIN responsibility useful to CIN, congruent with its networking and leadership roles, supportive of its stance as a an inherent major link and cohesive influence with CSL, the three systems and CIN libraries.
 - a. Determine the scope of CIN's present responsibility for training in CIN area libraries.
 - b. Identify funding source possibilities for ad hoc or on-going training activities.
 - c. Explore possible new organizational homes for the CIN staff development function.
 - d. House and maintain resource file (of places, packages, trainers, etc.) or replicate it and provide it as a directory to CIN libraries.
 - e. Continue the present practice of distributing learning resource packages to CIN libraries.

3. Cooperative Information Network -- Staff Development: These recommendations use the existing credibility base and expertise of the Project and its remaining resources as a final catalyst to libraries. Actions taken by CIN-SD must be completed by June 30, 1979.
 - a. Develop and announce plans for CIN-SD future, including how systems and libraries can use remaining CIN-SD resources.
 - b. Work as consultant to help libraries develop outline plans to guide each requesting library in addressing its key in-house needs.
 - c. Assure package distribution capability of CIN office, including personnel assignments and clear, simple procedures to follow.
 - d. Identify and select staff development leadership and present and potential trainer capability in CIN libraries.
 - e. Conduct advanced training of trainers workshop(s) to build in-house capabilities with identified trainer potential.
 - f. Conduct workshop on how to evaluate training, and prepare or recommend a simple, reliable system to document and evaluate staff development results.
 - g. Develop or recommend a method for individual self-assessment of learning needs to enable individuals to do their own development.
4. Cooperative Library Systems: These recommendations utilize the existing leadership role, shared strengths, and assigned staff of the cooperative library system to develop new application for the CIN-SD basics not present in the area's libraries.
 - a. Assess level of interest and capability to provide library staff development function. Include responsibility and resources.
 - b. Use CIN-SD Project Director as consultant to develop outlines for in-house training plans. (Note: Not to implement but to guide, check, suggest additional resources to the library. Do only where there is evidenced commitment.)
 - c. Develop method of interchange among any and all libraries willing to be involved and share learning resources and opportunities.
 - d. Develop more in-house avenues to enable staff involved in staff development to share learnings with other staff members.
 - e. Assign more training responsibilities to supervisors and encourage their conscious use of that function.

5. Individual Libraries and Library Systems: These recommendations take the CIN-SD basics built over the past three years and applies them close to the specific type and level of need. The local base results in local decision-making and copes with fewer resources.
 - a. Assess own interest, staff capability and available resources for staff development. (Note: Explore city, county, campus for the possibilities and advantages they may offer.
 - b. Assign responsibility within the library for staff development.
 - c. Use existing or build new communications channels, such as staff meetings, special bulletin boards, memos and newsletters to inform staff of available opportunities, staff development policies and resources.
 - d. Encourage a supportive climate to foster individual responsibility shared with library responsibility for staff development.
 - e. Develop methods of identifying and keeping track of present and future staff development needs. (Note: Personnel appraisals, supervisory staff meetings, administrative team review may provide this information.
 - f. Strengthen internal means of development, such as coaching, on-the-job instruction, orientation, use of learning packages.
 - g. Utilize Part 3 of this document to guide local library decision-making.
6. Individual Library Staff Member: (See page 24)

These recommendations are conservative in tone increasing their acceptance (and implementation) and feasibility in these times. If the CIN Board would like to consider more radical recommendations, the following list is presented for their review:

1. Extend CIN-SD Project as is, assessing cooperative library systems (and perhaps libraries) pro-rata for funding to cover the continued costs at present levels.
2. Each cooperative library system establish and maintain a staff development specialist with a budget able to produce or sponsor one event per month for the system. This specialist should be advised by a staff development committee composed of representatives of all types of libraries in the

area. Individuals and libraries outside the system area would pay to participate in the learning events offered.

3. Each library will form a staff development committee responsible for assessing on-going needs in that library and for seeking and finding available, low-cost resources, including packages which would be likely to meet those needs. Costs will be borne by individual libraries.
4. The California State Library will assign a staff development consultant to the CIN area to follow through the previous four years of commitment. This consultant will be available on call to libraries and cooperative library systems in response to their needs for information or training.

PART 3 STAFF DEVELOPMENT ASSESSMENT FORM

This instrument is intended as a working tool for a library administrator and staff members to use in reviewing their present staff development program or when considering instituting a new one. In the form of questions, this assessment form indicates the key factors essential to determine current efforts or lay sound groundwork for future library staff development. The scope is comprehensive rather than in depth for it is not intended to assist detailed planning of specific learning activities but to size up present and potential staff development programming in a library. As such, its use can aid library decision makers concerned with staff development.

A basic assumption implicit in this form is the recognition that staff development differs from continuing education. Staff development is intended to enable on-the-job staff capability and improve staff abilities to contribute to the library organization. Although it intends to build individual skills, knowledge and attitudes, it has a secondary aim, that of enabling the staff to work as a team for organizational effectiveness. The library itself is usually the sponsor and provider of staff development. Continuing education, on the other hand, focuses on the individual, most often for personal or professional growth or for career development. It is generally broader than staff development, often preparing the person for the future. Many sources provide continuing education opportunities.

The format of this tool allows it to be self administered. It is designed to be used, as a questionnaire might be, to yield two profiles: one of the present situation and a parallel one of a more desirable state. Thus, it provides the opportunity to assess a library's present staff development circumstances and to define a more desirable future situation. Those two profiles, when compared side by side, direct action to the essential elements of library staff development. If there is little difference in the present and desired profiles when the form is completed, little needs to be done. If, however, substantial difference is revealed, then the questions and their answers can guide more specific planning decisions. Abundant space is left to add comments and notes.

STAFF DEVELOPMENT ASSESSMENT FORM

This form has been developed by Barbara Conroy as part of the evaluative study of the Cooperative Information Network's Staff Development Program. As such, it draws upon that study's findings of the library strengths and limitations in relation to staff development. The instrument is intended to assist libraries with staff development decisions at this point of substantial and abrupt change in California libraries.

Present Profile	Desired Profile
1. What priority do you assign staff development efforts in the library? ☐ high ☐ medium ☐ low 2. Does the "climate" indicate encouragement and support from the following: ☐ administrator? ☐ middle managers, department heads, and supervisors? ☐ public service librarians? ☐ technical service librarians? ☐ clerical and support staff? 3. Does your program for staff development: ☐ have clear objectives understood by staff? ☐ have a plan of action?	1. What priority would you assign staff development efforts in the library? ☐ high ☐ medium ☐ low 2. Would the "climate" indicate encouragement and support from the following: ☐ administrator? ☐ middle managers, department heads, and supervisors? ☐ public service librarians? ☐ technical service librarians? ☐ clerical and support staff? 3. Would your program for staff development: ☐ have clear objectives understood by staff? ☐ have a plan of action?

Present Profile	Desired Profile
3. Does your program for staff development: ☐ involve all levels of staff? ☐ support other library functions? ☐ have someone with that assigned responsibility? ☐ have adequate resources (i.e. money, staff skills, equipment, materials, facilities, information)? ☐ build in on-going evaluation of the program and activities? ☐ build in on-going evaluation of those participating in the program? ☐ assess current and emerging needs? ☐ enable staff to share learnings with one another?	3. Would your program for staff development: ☐ involve all levels of staff? ☐ support other library functions? ☐ have someone with that assigned responsibility? ☐ have adequate resources (i.e. money, staff skills, equipment, materials, facilities, information)? ☐ build in on-going evaluation of the program and activities? ☐ build in on-going evaluation of those participating in the program? ☐ assess current and emerging needs? ☐ enable staff to share learnings with one another?

Present Profile	Desired Profile
4. What do you hope to achieve with a staff development program? (What results do you seek?) ___ keep up to date ___ improve library efficiency ___ change behavior ___ change attitudes ___ immediate problem solving ___ build long-range staff capability ___ build long-range library capability ___ prepare for library changes ___ cope with existing library changes ___ change library direction ___ utilize full capacity of staff	4. What would you hope to achieve with a staff development program? (What results would you seek?) ___ keep up to date ___ improve library efficiency ___ bchange behavior ___ change attitudes ___ immediate problem solving ___ build long-range staff capability ___ build long-range library capability ___ prepare for library changes ___ cope with existing library changes ___ change library direction ___ utilize full capacity of staff

Present Profile	Desired Profile
5. What is the position of staff development in the library: ___ a distinct and clearly articulated program with assigned responsibility for it? ___ integrated with and supportive of other library functions? ___ low visibility but available when needed? ___ apparently non-existent	5. What should be the position of staff development in the library: ___ a distinct and clearly articulated program with assigned responsibility for it? ___ integrated with and supportive of other library functions? ___ low visibility but available when needed? ___ apparently non-existent
6. In what ways is the library responsible for staff development? ___ to initiate it ___ to provide it when needed ___ to motivate staff to be involved	6. In what ways should the library be responsible for staff development? ___ to initiate it ___ to provide it when needed ___ to motivate staff to be involved

Present Profile

7. In what ways is the individual responsible for staff development?

- ☐ to participate in it
- ☐ to seek it
- ☐ to plan it
- ☐ to support it

8. What incentives does the library offer to staff to motivate involvement in staff development?

- ☐ esteem and praise
- ☐ "credit" in performance review
- ☐ salary increase
- ☐ opportunities for promotion and reassignment
- ☐ personnel record of participation
- ☐ nothing

Desired Profile

7. In what ways should the individual be responsible for staff development?

- ☐ to participate in it
- ☐ to seek it
- ☐ to plan it
- ☐ to support it

8. What incentives should the library offer to staff to motivate involvement in staff development?

- ☐ esteem and praise
- ☐ "credit" in performance review
- ☐ salary increase
- ☐ opportunities for promotion and reassignment
- ☐ personnel record of participation
- ☐ nothing

Present Profile	Desired Profile
9. Which level(s) is/are the most critical needs for staff development? ☐ administrative ☐ public services, especially: ☐ technical services, especially: ☐ supportive services, especially:	9. Which level(s) should be the most critical needs for staff development? ☐ administrative ☐ public services, especially: ☐ technical services, especially: ☐ supportive services, especially:
10. Which areas do you need to build? ☐ knowledge of: ☐ skills in: ☐ attitudes about:	10. Which areas would you need to build? ☐ knowledge of: ☐ skills in: ☐ attitudes about:
11. How do you assess staff training needs? ☐ informal feedback ☐ needs assessment survey ☐ employee performance appraisal process	11. How would you assess staff training needs? ☐ informal feedback ☐ needs assessment survey ☐ employee performance appraisal process

Present Profile	Desired Profile
11. How do you assess staff training needs? — observation of individuals/groups performing on the job — career planning with individuals — measures of performance before and after training — testing	11. How would you assess staff training needs? — observation of individuals/groups performing on the job — career planning with individuals — measures of performance before and after training — testing
12. What are your chief strengths for library staff development? — supportive climate — willing administration — interested staff — perceived needs — available resources — development as a library tradition — access to training materials — skilled trainers on staff — good facilities and equipment — past successes	12. What should be your chief strengths for library staff development? — supportive climate — willing administration — interested staff — perceived needs — available resources — development as a library tradition — access to training materials — skilled trainers on staff — good facilities and equipment — past successes

Present Profile	Desired Profile
13. What are your chief limitations? ☐ lack of interest in staff ☐ lack of acceptance by staff ☐ lack of administrative support ☐ short staff, tight schedules ☐ lack of commitment ☐ no follow through ☐ no planning ☐ no budget ☐ inadequate time ☐ no assigned responsibility	13. What should your chief limitations be? ☐ lack of interest in staff ☐ lack of acceptance by staff ☐ lack of administrative support ☐ short staff, tight schedules ☐ lack of commitment ☐ no follow through ☐ no planning ☐ no budget ☐ inadequate time ☐ no assigned responsibility
14. What are the available resources allocated to staff development? ☐ funds: ☐ staff assignment: ☐ facilities and equipment: ☐ training opportunities from: ☐ informational materials (training literature):	14. What should be available resources allocated to staff development: ☐ funds: ☐ staff assignment: ☐ facilities and equipment: ☐ training opportunities from: ☐ informational materials (training literature):

Present Profile	Desired Profile
15. How do you rate the skills for staff development in your library? in planning: ☐ high ☐ medium ☐ low in training/facilitating: ☐ high ☐ medium ☐ low in subject knowledge: ☐ high ☐ medium ☐ low in technical skill: ☐ high ☐ medium ☐ low	15. How would you rate the staff development skills in your library? in planning: ☐ high ☐ medium ☐ low in training/facilitating: ☐ high ☐ medium ☐ low in subject knowledge: ☐ high ☐ medium ☐ low in technical skill: ☐ high ☐ medium ☐ low
16. How are staff members involved in staff development? ☐ as recipients of training, learners ☐ as planners ☐ as producers of learning in others ☐ as decision-makers ☐ for advice and guidance	16. How should staff members be involved in staff development? ☐ as recipients of training, learners ☐ as planners ☐ as producers of learning in others ☐ as decision-makers ☐ for advice and guidance

Present Profile	Desired Profile
17. What staff development opportunities are available to staff members? ☐ on-the-job instruction ☐ coaching ☐ workshops, institutes ☐ audiovisual materials ☐ classes/courses, including correspondence ☐ discussion groups ☐ lectures, presentations, colloquia ☐ programmed instruction ☐ seminars ☐ conferences and conventions ☐ demonstrations and exhibits ☐ job rotation, staff exchanges ☐ clinics ☐ committees, task forces ☐ sabbaticals ☐ self-instructional materials ☐ simulations and games	17. What staff development opportunities should be available to staff members? ☐ on-the-job instruction ☐ coaching ☐ workshops, institutes ☐ audiovisual materials ☐ classes/courses, including correspondence ☐ discussion groups ☐ lectures, presentations, colloquia ☐ programmed instruction ☐ seminars ☐ conferences and conventions ☐ demonstrations and exhibits ☐ job rotation, staff exchanges ☐ clinics ☐ committees, task forces ☐ sabbaticals ☐ self-instructional materials ☐ simulations and games

Present Profile	Desired Profile
18. Are indicators of staff development leadership present in the library? ___ receptive attitude ___ available skills and knowledge ___ commitment to concept ___ responsible decision making positions ___ initiative and interest	18. Would indicators of staff development leadership be present in the library? ___ receptive attitude ___ available skills and knowledge ___ commitment to concept ___ responsible decision making positions ___ initiative and interest
19. What elements indicate the internal capability of the library to do staff development? ___ leadership to initiate and maintain it ___ tradition to sustain the concept ___ understanding to enable acceptance ___ available funds to produce learning activities or to use outside ones ___ learning shared among staff members to reinforce formal learning opportunities	19. What elements would indicate the internal capability of the library to do staff development? ___ leadership to initiate and maintain it ___ tradition to sustain the concept ___ understanding to enable acceptance ___ available funds to produce learning activities or to use outside ones ___ learning shared among staff members to reinforce formal learning opportunities

Present Profile	Desired Profile
20. Are staff development opportunities: ☐ limited to in-house activities? ☐ limited to outside sources? ☐ combined in-house and outside sources?	20. Should staff development opportunities be: ☐ limited to in-house activities? ☐ limited to outside sources? ☐ combining in-house and outside sources?
22. Do you tap outside sources of training for: ☐ greater skill and expertise? ☐ the advantage of "outside" credibility ☐ to save the time of developing an activity inside? ☐ expediency?	21. Do you tap outside sources of training for: ☐ greater skill and expertise? ☐ the advantage of "outside" credibility ☐ to save the time of developing an activity inside? ☐ expediency?
22. Which levels of staff have in-house learning opportunities available to them: ☐ top administrator? ☐ supervisors? ☐ public services staff? ☐ technical services staff? ☐ clerical and support staff?	22. Which levels of staff should have in-house learning opportunities available to them: ☐ top administrator? ☐ supervisors? ☐ public services staff? ☐ technical services staff? ☐ clerical and support staff?

Present Profile	Desired Profile
23. Which levels of staff have outside learning opportunities available to them: ☐ top administrator? ☐ supervisors? ☐ public services staff? ☐ technical services staff? ☐ clerical and support staff?	23. Which levels of staff should have outside learning opportunities available to them: ☐ top administrator? ☐ supervisors? ☐ public services staff? ☐ technical services staff? ☐ clerical and support staff?
24. On what factors are the decisions to participate based? ☐ interest of the potential learner ☐ expression of need by potential learner ☐ need as determined by supervisor ☐ feasibility as determined by supervisor	24. On what factors should the decisions to participate be based? ☐ interest of the potential learner ☐ expression of need by potential learner ☐ need as determined by supervisor ☐ feasibility as determined by supervisor
25. How are learnings from in-house and outside activities reinforced and followed up? ☐ written/oral report required ☐ staff meeting briefing	25. How should learnings from in-house and outside activities be reinforced and followed-up? ☐ written/oral report required ☐ staff meeting briefing

Present Profile	Desired Profile
26. How does the library plan for staff development? ___ each individual plans for him/herself ___ supervisors plan for their staff/unit ___ supervisory personnel plan it together ___ one staff member is assigned that responsibility ___ an organized and systematic procedure consistent throughout the library	26. How should the library plan for staff development? ___ each individual plans for him/herself ___ supervisors plan for their staff/unit ___ supervisory personnel plan it together ___ one staff member is assigned that responsibility ___ an organized and systematic procedure consistent throughout the library
27. How is staff development documented? ___ note in individual's personnel record ___ written report of experience ___ written report and assessment of the participant's use of the learnings ___ noted in "progress reports"	27. How should staff development be documented? ___ note in individual's personnel record ___ written report of experience ___ written report and assessment of the participant's use of the learnings ___ noted in "progress reports"

Present Profile	Desired Profile
28. Does the library have a prescribed method of evaluating staff development results? ☐ observation by supervisor(s) ☐ observation by peer(s) ☐ measures on the basis of library unit goals or objectives ☐ measures on the basis of personal goals or objectives ☐ informal feedback ☐ measures based on application of skill ☐ measures based on before/after performance	28. Should the library have a prescribed method of evaluating staff development results? ☐ observation by supervisor(s) ☐ observation by peer(s) ☐ measures on the basis of library unit goals or objectives ☐ measures on the basis of personal goals or objectives ☐ informal feedback ☐ measures based on application of skill ☐ measures based on before/after performance
29. How rapidly are results expected from staff development experiences? ☐ one week ☐ one to three months ☐ three to six months ☐ one year or longer	29. How rapidly should results be expected from staff development experiences? ☐ one week ☐ one to three months ☐ three to six months ☐ one year or longer

Present Profile	Desired Profile
30. How are staff development activities evaluated? ☐ post activity reaction sheet ☐ immediate application of learnings ☐ plans to apply learnings ☐ if it was enjoyed ☐ opinions of those who produced it ☐ staff development committee/officer ☐ outside evaluator	30. How should staff development activities be evaluated? ☐ post activity reaction sheet ☐ immediate application of learnings ☐ plans to apply learnings ☐ if it was enjoyed ☐ opinions of those who produced it ☐ staff development committee/officer ☐ outside evaluator
31. How is staff development evaluation used? ☐ personnel/performance appraisal ☐ promotion and reassignments ☐ organizational decision making ☐ to justify further staff development ☐ to guide or modify future activities	31. How should the evaluation be used? ☐ personnel/performance appraisal ☐ promotion and reassignments ☐ organizational decision making ☐ to justify further staff development ☐ to guide or modify future activities
32. What is the present priority of staff development? ☐ high ☐ medium ☐ low	32. What should the priority of staff development be? ☐ high ☐ medium ☐ low

Present Profile	Desired Profile
33. Do stated library policies guide the use of and development of staff development? ☐ yes ☐ they are non-existent ☐ they are outdated ☐ they are comprehensive ☐ they are sketchy ☐ they are known and publicized to staff	33. Should stated library policies guide the use of and development of staff development? ☐ yes ☐ they are non-existent ☐ they are outdated ☐ they are comprehensive ☐ they are sketchy ☐ they are known and publicized to staff
34. How do library procedures relate to these stated policies? ☐ supportive ☐ contradictory ☐ not related	34. How should library procedures relate to these stated policies? ☐ supportive ☐ contradictory ☐ not related

APPENDICES

- Appendix A Staff Development Questionnaire
 Distributed to Administrators and Staff
 of CIN-SD Participating Libraries
- Appendix B Staff Development Questionnaire
 Distributed to Administrators of
 Libraries Not Participating in CIN-SD
- Appendix C Schedule of Interview Questions
 Administrator Form
- Appendix D Schedule of Interview Questions
 Staff Form
- Appendix E Interviewed Library Personnel
- Appendix F Systems and Libraries Participating in the
 Study

APPENDIX A
STUDY METHODOLOGY

The methodology for the study evolved from what was prescribed by the Request for Proposals (RFP), what was proposed by the evaluator, and by what was modified by the Evaluation Review Committee.* Important criteria guiding selection of the methodology included: 1) The information sought must be feasible of being discovered. 2) Individual and institutional anonymity must be preserved. 3) The most information must be obtained with the least demand on administrative and staff time of the libraries involved in the study. Information was gathered in January, analyzed in February, and reported in March of 1979.

Scope: Since the Cooperative Information Network Staff Development Project (CIN-SD) began in 1975, many libraries in the five county area have participated in one or more of the CIN-SD sponsored activities: attending CIN seminars, staff exchanges and workshops; using learning resource materials (i.e. "packages"); or consulting with the Project Director Esta Lee Albright to develop in-house learning resource materials or in-house inservice training efforts, including training of trainers. Academic, public, special and some school libraries were involved in the Project.

During 1977-1978, these services and resources were extended to the Inland Library System and North Bay Cooperative Library System. At the time of the study, 34 CIN libraries had been involved at some depth in CIN-SD activities as had libraries from Inland and North Bay systems and staff development committees in each of these two latter systems. Information Gathering: Thirty-six libraries and two staff development committees were selected as the base for information gathering in the survey. The major criteria for their selection was the degree of their involvement in Project activities. All 36 received a cover letter with enclosed questionnaires and lists of interview questions for administrator and staff members. (Copies of the questionnaires and interview questions are found in Appendices C-F.)

The cover letter described the evaluation project and explained that one questionnaire was to be filled out by the administrator and two questionnaires were to be filled out by two staff members selected

* The Evaluation Review Committee was designated by CIN's Board of Directors to oversee the evaluation project.

by the administrator. In one instance, only one questionnaire form was sent because that library had only one staff member. Selection criteria suggested to guide the administrator in choosing staff to participate were: "preferably a service department supervisor and a professional or paraprofessional library staff member...(with)...some involvement with staff development but not necessarily only CIN-SD activities."

Eleven CIN libraries that had not participated in CIN-SD were selected to receive a comparable, but different, questionnaire. (Form in Appendix D) Although these libraries were within the CIN area, they had no or limited involvement with CIN-SD services or resources. Some had experience with in-house staff development; others had no known background in it. They were selected, as a group, to surface the differences, if any, that might exist between participating and non-participating libraries.

Twenty-six of the 36 participating libraries, again the heavier users of CIN-SD, were selected for interviewing. Half-hour interviews with the administrator of each library were planned and scheduled and 45-minute interviews with groups of three or four staff members who were selected by the administrator. It was suggested that those selected for the interview "should be individuals with some experience and contact with staff development in general or with the CIN Project in particular." The remaining 10 libraries were asked to serve as alternates in the event some of the 26 were unable to be interviewed. (Appendices G and H list libraries and individuals surveyed.)

In addition to questionnaires and interviews, a third source of information was anticipated originally: staff development results as documented by libraries themselves. This documentation was to have been reviewed at the time of the on-site interview visits. Such records, however, were found to be virtually non-existent.

Briefing and background information for the study was provided by Esta Lee Albright, CIN-SD Project Director, and her staff. They supplied information and statistics, activity evaluation forms and learning resource materials as well as an overview from the perspective inside the Project. These sources provided a context for the information that came from the libraries and library personnel responding to interviews and questionnaires.

Informational copies of cover letters, questionnaires and interview schedules were sent to the directors of the three CIN cooperative library systems. Regular Update Reports were supplied by the evaluator to the CIN Board members and the Evaluation Review Committee, which includes the CIN Director and the CIN-SD Project Director. These reports served to keep these individuals apprised of the study's progress. In addition, the evaluator met with two system directors and with the Peninsula Library System Board to describe the study and respond to questions. Information Analysis: Specific issues were identified in the RFP as critical for the study to address. The plan for the survey and the means used to gather information rested on those issues primarily. Building from that list of issues, the questionnaires and interviews were devised to be able to cross-check information. Both questionnaires and interviews provided some points where the correlation between administrative and staff points of view could be seen on a number of issues. Information from participating and non-participating libraries could also be correlated at several points. Thus, the analysis of reported findings in Appendix B is closely tied with the original RFP-identified issues.

Part 1, An Assessment of the Project, is based on these findings to present a picture of its impact and effectiveness together with an overview. The conclusions and recommendations grow from the assessment. They are presented in Part 2. Then, Part 3, a decision-making tool for staff development in libraries, is rooted, at least in part, in the findings of this particular study at this particular time and place. It may, however, have application beyond the CIN libraries and experience. Constraints: Three major constraints prevent a more definitive evaluation of this Project. One, the severe limitation facing any after-the-fact evaluation of training when no standard of performance had been stated and no measures have been taken before the learning presumably occurred. In such instances, no direct evidence of behavior change can be shown as a result of training activities. A second constraint was that testing or on-the-job observation of personnel were not within the province of this study, neither asked for by the RFP nor indicated by the proposal.

A third constraint is the lack of documentation or evaluation by libraries or by CIN that would show information to allow comparison of the participation of learners with their subsequent job performance

or change in job status. This documentation was not required by CIN of libraries who wished to participate in the Project and few libraries do it as a regular practice. CIN itself recorded attendees and evaluated the learning activities and packages themselves but not the job performance or application on the job by learners. Of the libraries surveyed, few recorded personnel participation systematically. Of those few, some included staff development as a (relatively minor) consideration in the personnel appraisal process. One library tied staff development of personnel with career development and kept in-depth records of needs, activities and career plan in relation to job positions and the individual. Otherwise, no library attempted to evaluate the involvement of its staff members in the Project other than in subjective and informal ways.

These constraints qualify the study somewhat and prevent definitive findings (most are opinions and perceptions) or conclusive judgements (concrete and substantive facts are lacking). Thus, the study cannot be termed an "evaluation" in the strictest sense of that word. Its intent, however, is twofold: to assess the CIN-SD Project and to evolve a useful tool for libraries to use in considering staff development efforts based on the experience of the three and a half years of activity. These purposes are congruent with the present needs of the CIN libraries as they face a time of tremendous change and adjustment. The study is intended to be more congruent with existing needs than would be a narrowly focused, tightly constructed evaluation.

Profile of Survey Responses: A total of 106 questionnaires was sent to the 36 libraries identified as prime users of CIN-SD activities and services. Of these, 67 forms (63.2%) were returned: 22 from administrators (61.1%) and 45 from the 70 forms sent to staff members (64.2%). Although 26 libraries responded to the survey with at least one questionnaire form or an interview, 9 libraries (25%) did not participate. Two of those nine libraries wrote asking that their libraries not be included: "...it would not be opportune to complete your survey at this time..." and "...it is truly impossible for us to participate... Proposition 13 has reduced our staff to a skeleton, and those of us that remain are working much fewer hours..." Others not participating reported severe staff shortages, illness or budget deadlines.

Of the returned questionnaires from libraries using the Project, 47 were from public libraries, 14 from academic libraries and 6 from special libraries. Of the 11 forms sent to CIN libraries not using the Project, 6 were returned (54.5%): 2 from public libraries, 2 from academic libraries and 2 from special libraries. From the total 117 questionnaires sent (users and non-users), 27 were returned by administrators, 31 by managers/supervisors, 18 by librarians, and 11 by paraprofessionals. (Note: some forms indicated more than one category checked.) All those responding indicated themselves as either active (37) or interested (36) in staff development.

Twenty-six libraries were asked to be interviewed; ten alternates were selected to fill in for dropouts. At their request, seven libraries originally selected were not interviewed. Seven alternates were asked for interviews; three agreed. Fifteen public libraries, five academic libraries, and two special libraries were interviewed. Group interviews were conducted with staff development committees from the two cooperative library systems outside the CIN area which had used CIN-SD. A total of 95 people were interviewed. (Appendices G and H)

Figure 1 and the tallies on the forms in Appendices C and D show more detail of the responses to questionnaires and interviews.

Figure 1
Survey Data Collection
January, 1979

	Public	Academic	Special	School	Total	% Return
Participating Libraries						
Questionnaires sent	75	21	9	1	106	---
Questionnaires returned	47	14	6	0	67	63.2
Interviews requested	23	2	1	0	26	---
Alternates requested	2	5	2	1	10	---
Interviews conducted	15	5	2	0	22	84.6
Non-participating Libraries						
Questionnaires sent	3	3	5	0	11	---
Questionnaires returned	2	2	2	0	6	54.5

APPENDIX B SURVEY FINDINGS

In reporting the survey findings, questionnaire and interview responses from administrators and staff members are displayed together in four groupings: A. The Individual and Staff Development, B. The Individual and Staff Development in the Library, C. The Individual and the Library Involved in CIN-SD, and D. The Anticipated Effects of Proposition 13 on Library Staff Development. In Appendix B, statistics and percentages are given to clarify the overall nature of responses. Quotations from questionnaires and interviews are included to indicate the level and tone of responses. Key phrases are underlined to indicate the wording of the question and enable the reader to find the particular areas of prime interest.

I. The Individual and Staff Development

Several questions were designed to elicit responses about staff development in general. Responses to these questions give some sense of the level of understanding held about staff development and the climate in which library staff development exists presently as well as the attitudes and opinions in relation to staff development.

Strong positive response from users of CIN-SD indicated that a difference is perceived between staff development and continuing education. Responding to question 11, 90.4% of the administrators and 80.4% of the staff member responses acknowledged this difference. And, nearly all those responding "yes" to this question described what made the two different. The main difference indicated was one of focus. Typical responses were: "Continuing education should be a personal enrichment effort, staff development provides for the job." "CE is an individual's obligation; SD is an institutional obligation to the employee."

Other responses, more specific, pointed out that in-house staff development is "more practical" "specific training for specific need" "more relevant to individual library problems" "more easily accepted by administrators as valid." Outside continuing education, on the other hand, "is primarily for the individual" "more general" "more formal and structured" "helps a person achieve personal objectives" "benefits the person but not necessarily the library as a whole" "directed at professional or vocational improvement" "opens broader vistas and gives new

ideas." Four respondents were careful to point out that the two (staff development and continuing education) are related. One commented: "to be effective, an institution should be conscious of and nurture both."

Similar response was given by the non-user group. Eighty percent of those respondents to question 10 indicated a difference was perceived and commented: "In-house is very near to on-the-job training and very specific; outside is broader and more promotional in nature." "In-house development concentrates frequently on the practices of the particular library...outside development is more general in nature and may represent new developments not yet implemented in-house."

A close parallel was also evident from respondents to user question 12 and non-user question 5. Both indicated a preference for the viewpoint that staff development is more important "to improve the effectiveness of staff members in relation to the library organization" than it is "to improve staff on-the-job capabilities in relation to assigned jobs."

Although both administrators and staff responses preferred this choice, three-fourths of the administrators favored it whereas just over one half of the staff members selected it. Users favored this choice by 64.4% and non-users by 60%.

Asked in interviews of both administrators and staff, the question on the role of staff development in a library did not elicit viewpoints on the concept as was anticipated. Responses were somewhat more helpful when the word "place" was substituted for "role" and when probe questions were used. Often the responder described activities the library or the person was involved in or the feelings of the people involved. Administrators and staff (perhaps 10 people at most) who responded to the question of "role" on the intended level indicated it as a broad and integrated function: "an integral part, not clearcut and distinct" "integrated - can't have staff development without it being a part of everything" "constant, on-going staff development is needed to meet the needs -- gets built into your daily work and helps you take advantage of available opportunities" "a professional obligation."

Often, the reasons for staff development were defined in response to this question: "improved public service (the only bottom line for justification)" "essential to prepare for job tasks" "team building (especially between paraprofessional and professional) and ability to

work together" "address the needs of the library dealing with its problems" "keeps people and library up to date" "establish and reinforce a skill" "prepare people to take on new responsibilities" "accommodate staff shifts and utilize staff to full capacity."

Generally, administrators expressed the broader view, as might be expected, of the full range of staff development activities in which staff had been engaged. Staff did not see the range and involvement as clearly and, in several instances, did not perceive that the administrator saw existing or needed staff development in the library. Staff were quickest to state the need for staff development, administrators to describe the "reality" factors that inhibit staff development.

In many instances, both administrator and staff members saw staff development as a high priority. They did not, however, perceive the other as agreeing with that priority. Most qualified "high priority" as a category indicating that "priorities now confused" due to the impact of the past few months. Because of these changes, staff development "has to be different now" "basically retraining and finding better ways to do the library's job." Seen by some as a luxury no longer affordable, others indicated it as "definitely not a luxury and more needed now than ever." "People have new responsibilities for which they need training, but the resources are tighter, influencing staffing, time and money resources."

Question 14 asked who had the primary responsibility for staff development. Although several individuals returning the questionnaires did not respond to this question, most who did respond indicated more than a single category as their choice. Three indicated that "primary" was unclear. Forty responses placed prime responsibility with the employing library. The individual was indicated by 17 as having the prime responsibility, 8 indicated the cooperative library system, and 4 pointed to CIN. Thirty-eight, the second highest response rate, indicated that all those listed shared the responsibility. Interviews reinforced this: "ultimately it lies with the library director, but the individual has a responsibility also" "the top person has to make the yes/no decision and the professional staff is responsible for doing it" "everything filters down from the top...hard to get it going from the grass roots" "in the administrative lap, it has to be there, initiating, providing back up for it."

II. The Individual and Staff Development in the Library

Beyond this relatively abstract overview of staff development in general, responses from questionnaires and interviews also revealed more specific and concrete information with regard to staff development in individual library situations. In some cases, individuals responded from their own viewpoint. In others, they reported what they had observed in other staff members in the library. Either way, their responses reveal a picture of staff development in the libraries.

Question 3 asked to what extent the library provides staff development for its personnel. From libraries using CIN-SD, only two responses, both from staff, indicated that the library did not provide any staff development. Six responses, one from an administrator, indicated that all staff development was done by the library. Twenty-five percent (16 responses) indicated that no staff development is provided by the library directly but comes from sources such as CIN, BARC, INDI, BAYA, the system, the city, county or college employee development programs.

From libraries not using CIN-SD, responses indicated roughly the same situation. Single responses were given to each category: all development done by the library, none done by the library and provided by other sources. Half of the non-user responses estimated from 50% to 80% as being the proportion supplied by the library.

Most responses (62.5%) from CIN-SD users indicated that a proportion of staff development in their libraries is provided by the library. These respondents indicated the percentage which was supplied by the library itself. For administrators, the percentages estimated ranged from a low of 10% to a high of 95%, with the average being 61.5% and with 50% being the most often cited figure. Staff response, on the other hand, ranged from 1% to 90%, averaging at 46.2%, and 50% again being cited most often. Taken as groups, library administrators and staff were not congruent. Responses from the same libraries were also not congruent, with often three very different responses given for the same library.

Interview information often revealed the outside sources used for staff development at the same time they reinforced the questionnaire responses. Activities most often mentioned by public libraries were city and county personnel programs focused on supervisory skills training. Academic libraries often used campus personnel programs primarily for supervisory, clerical and paraprofessional training.

On the questionnaire, each individual was asked (Question 13) if he/she had personally found "your learning experiences from staff development activities able to be practiced and incorporated in your everyday library responsibilities." In response, 50% indicated "often" and 38.7% indicated "sometimes." "Always" and "infrequently" had 3 and 4 responses only. This was comparable to two thirds of the non-user responders indicating "often" and one third indicating "sometimes." No one in either group indicated that he/she was "never" able to apply his/her learnings.

The question asked for detail of personal experiences in applying learnings. About half responded to this part of the question, but none of those who had indicated "sometimes" or "infrequently." These were some of the comments: "improved meetings" (5) "communication and active listening skills" (4) "supervision and delegation" (2) "a systematic approach" "coping with a new job" "involving others in planning" "questioning patrons on unclear reference questions" "alternative methods of problem solving" "training of technicians" "rearranging the library" "improved performance and attitude of difficult employee" "prompter resolution of personnel conflict" "more objectively regarding total library personnel needs and strengths" "openness between administration and staff is easier now" "more aware of each other's responsibilities and more understanding of each other" "can just watch a person unfold and grow."

Interviews with staff asked them to reveal barriers to staff development they saw. Four major barriers emerged: time (indicated in all but two libraries), staffing and scheduling difficulties, money to enable in-house or outside training opportunities, and attitudinal barriers. The latter was most often described as administrators not being aware of or convinced of the value of staff development and not in support of it. (5) Three interviews, however, indicated that staff members also presented attitudinal blocks that prevent staff development. Isolated responses indicated: "lack of communication between staff levels" "lack of understanding other's goals and different methods of training" "lack of knowing what we need to do" "staff development is overshadowed by retention, promotion and tenure system and that is counterproductive." One response was: "I want to be valued when I

come back, I need a means to share and feel it was important by others." The barriers, said one staff member, "spoil our good intentions" regarding staff development.

The need for an appropriate climate for staff development was pointed out, for the most part, by staff members. But many administrators also recognized this. Generally, they described such a climate as encouraging and supportive of opportunities to learn and grow within a particular job and, for some, to move to new positions. For libraries where a number of "dead-end" positions existed, lack of opportunity for advancement was cited as impeding interest in staff development.

Libraries with no assigned responsibility for staff development often singled that out as a barrier for it prevented establishing and maintaining regular staff development efforts. Two libraries, one public and one academic, had personnel officers. One of these, however, admitted "This library has lots of available opportunities but no coherent overall staff development program and no assessment of what's missing." In three libraries, all public, supervisory staff were assigned the prime responsibility for developing their staff members.

Both administrator and staff interviews revealed a majority opinion that it was important to have trainers and facilitators available from outside the library, whether from CIN-SD or other sources. The advantages mentioned most often were: objectivity ("a new eye looking at the situation" "ability to promote an overview rather than reaction or introspection" "they don't bring the biases or influence of work positions"); neutrality ("breaks the pattern we have" "no preconceived expectations of us" "we don't fall into our own traps" "away from inhouse nitpicking"); greater credibility with a fresh viewpoint ("new ideas are better received from an outside person"); and special expertise and skill that are otherwise unavailable ("felt safer with an expert" "trained to teach").

Although "outside-ness" was termed by some as "essential," administrators (6) and staff (3) either added conditions ("real skill needed, yet it must be tailored to our needs to be effective" "would be just as effective if experts were available from within our library") or thought that "outside-ness" was not important: ("not as important as using our own staff" "an in-house program would have been more satisfactory long range" "cut across common concerns and was helpful

but didn't settle the in-house problem").

Certain qualities were thought to be important for outside (or for inside) trainers and facilitators. They should be: well prepared and organized, concise, able to communicate, able to see objectively what is needed and take care of those needs, patient, empathic, knowledgeable, and expert in their field. The importance of outside trainers and facilitators, some pointed out, was sometimes lost if there was no library context for the training. If not within a library context, it "is too far from 'our base' and is hard to understand and apply on the job."

Using outside CIN-SD training opportunities was acknowledged by several administrators to provide the library a savings since the time to organize and develop these efforts is high. Staff members also reported their awareness of the preparation and followthrough that required extensive time as well as skill: "they (i.e. outside trainers) can take the time, we can't" "it saves the effort of developing our own."

But, the major discussion that emerged with this interview question in the staff groups was that "outside-ness" creates a credibility, partly based on the knowledge and ability of the individual, but also partly based on the difficulty of the in-house trainer to be seen and accepted outside his/her known and defined work role within the library structure. Some of the comments were: "staff are not as receptive if sensitive issues are involved unless it is with an outside person" "we are more self conscious with one of our own" "internal people are seen as representing an internal point of view" "there's always a suspicion if an administrator gives a workshop." Frequently, in-house people were thought capable of doing the same kind of training but their credibility was less and other staff members would have a problem seeing them apart from the work role.

This viewpoint led one administrator to report that that library had participated in an outside communications workshop and then had done one in-house. The former was termed more effective because of the credibility as well as the skill level and knowledge. Another administrator reported that the best of in-house/outside circumstances, for them, had occurred when the library was actively engaged in a city-wide training program that provided important, long-range contact and exchange between

city offices and library staff with use of peer trainers, but that that effort has been costly to produce.

Half of the responses from libraries not using the CIN-SD Project to Question 9 showed 50% believing that staff development leadership now exists in their library. The other 50% indicated that opportunities were available conveniently from their company or city employment development programs.

A comparable 50% of the responses to the user questionnaire (Question 10) indicated that leadership is believed to exist in those libraries involved in CIN-SD. A quarter of the responses indicated it as not being present and an equal percentage were unsure whether or not leadership is present. Interestingly, nearly three-fourths of the administrators responding believed the leadership present whereas only about half of the responding staff members thought that that described the situation. Four times more staff members indicated their unsureness about the existence of staff development leadership in their libraries than administrators did, and 28% of the staff members, when taken as a group, thought that it does not presently exist.

For 21 libraries using CIN-SD, comparisons of administrator and staff responses could be drawn from the same library on this question. Of those, in three libraries, administrator and staff agreed that yes, they did have such leadership available now; in two libraries, they agreed that no, they did not have such leadership. Thus, in 16 libraries (76%) administrator and staff did not agree on the presence of staff development leadership in their library. In 11 instances, the administrator believed yes, but at least one staff response differed from that opinion. In two instances, the administrator thought no, but the staff members responded differently.

A second part of the question asked how this leadership has helped their library. Typical responses were: "it's brought direction to local staff development efforts" "it's given encouragement to staff and given others new skills to share" "meetings are improved and training skills have improved for all supervisors" "they have acted as information givers and expedited participation by staff" "we are now operating more as a team and are learning how to plan together" "more confident" "by keeping the need for staff development on-going."

A parallel question, Question 15, contrasts with this earlier question as 19% indicated their belief that their libraries now have the capability to meet staff development needs for the most part. However, 50% thought their libraries do not have that capability; and 30.6% are unsure. (Note: Questions 10 and 15 were not necessarily linked by respondents and reasons other than staff development leadership may prevent in-house staff development capability.) Administrators, as a group, were stronger by about two thirds in thinking that the capability does not exist in their libraries. One half the non-users, on the other hand, indicated in Question 9 that they felt they did have the in-house capability to do staff development. They singled out the following reasons: "we have well trained supervisors who work with their own staff" "we have two full-time staff and instructional developers on the library staff" "we've organized and planned a staff development committee on program levels."

Again, comparison between administrators and staff could be made with 21 libraries that had participated in CIN-SD. But, there was little consensus. Three libraries had administrator and staff agreeing that no, the library does not now have the capability to meet its own staff development needs for the most part. In one library, the administrator and staff were both unsure about the capability. Five library administrators thought that the capability was there, but the staff members of each of those libraries did not agree with that. In nine libraries, the administrators did not think the capability was there, but the staff were either unsure or thought that the capability did indeed exist. Two library administrators were unsure but the staff either thought it was capable or that it was not. In no library was there consensus with a "yes" response.

Responses from the 21 administrators interviewed indicated that few efforts are made to document and evaluate the results from staff development participation. Most administrators perceive a value for documentation and evaluation, however, and responded: "would help with reinforcing learning if it was done" "would be valuable as part of staff development follow-up to find out how useful the learning had been" "some personnel actions could be tied to it but that is now the exception rather than the rule" "might make some organizational

changes considering this sometime (but haven't)". Others are characterized by one administrator who, though she notes that she found the results "noteworthy," sees no particular advantage to documentation.

Acknowledging that it was insufficient as evaluation, many administrators cited their recordkeeping process. Some require written reports of staff development activities from those who participated (2). And, these reports may be filed in personnel records (2). More often, written or oral reports are reported and/or discussed with an individual's supervisor and/or other staff members (5). Two administrators reported the application/justification to attend activities as an additional record or document.

Most administrators indicated that what documentation and evaluation is done is done informally, "neither systematic nor conscious," and, in most cases, that it is subjective: "I just look at it pragmatically and pick up feedback from the public" "I get informal feedback from the individual" "only the person knows what they learn." Of those libraries where evaluation is done to a greater degree, only four administrators described more systematic approaches. One described a city personnel evaluation process including listing staff development involvement on a special place on a form. This, then, is considered in both written and oral review procedures. A second administrator cited the use of an intern assigned a special project of evaluating the present staff development project in the library. This is a single-time effort but may lead to on-going evaluation. The third will be tying oral evaluation, including staff development involvement, to the tenure and promotion process prescribed by the college. The fourth, a public library administrator, indicated that staff members do monthly reports in relation to their goals. This has resulted in some personnel moving on to better jobs and has gotten more money in the budget for staff development. Here, meetings are also documented. Yet, this administrator pointed out, there seems no way to "track" people and the results of learning activities. This is seen as important, but difficult.

Documentation of involvement in staff development activities is not seen as impossible or "out of line." Usually it is done, when it is done, in conjunction with the personnel/performance appraisal process. Evaluation, however, appears to pose a larger problem. A few of those interviewed believed "it can be done." But clarity

and specificity were not readily forthcoming. The ideas that were contributed were: "logged reference questions would show which get answered and thus reveal staff knowledge of available resources" "should depend on self evaluation plus the work group and supervisor to get a balance of readings" "perhaps an organized observation process" "informal discussion after the event could focus on what the person has learned, specific things that can help our library service, and new resources such as books and people." One administrator suggested, "We need training in how to measure and evaluate training. It should have two aspects: 1) how to measure productivity in the work performance of a department as a whole, determined before training and after it, and 2) how to measure personal growth, willingness to engage in other activities or new patterns of on the job performance." Another, ambivalent, indicated, "Some things are really observable, for example transferred people can be seen to learn new skills they need. In coaching, for instance, evidence can be observed and gathered and perhaps promotion could be justified. Yet, perhaps it can't be documented because of two reasons: 1) you couldn't trace which causes which effect and there is no way to tell, and 2) you don't have the time to do it."

In sum, it seemed to be an important area to most administrators but, when confronted with the difficulties of "how" was difficult to develop further. The question was raised sometimes when opportune in staff group meetings with the same results.

When asked about future plans for staff development in their libraries, about half of the administrators interviewed responded. Some were brief and to the point: "we've not thought about it yet, we're reacting rather than acting" "we will need it to help with the changes" "we will be borrowing packages for use here since we used them in the past and they helped" "our efforts will not be as perfect as CIN but we hope to continue to do something even if not as refined" "continue with our cooperative two-city training plans" "clarify to supervisors their role in training." Others were more developed:

We need overall training objectives. We will continue to do on the job coaching which is important to each function. We will do specific orientation in-house of staff in reference work.

It is a good thing, certainly not peripheral. We need to work with it. It will continue.

We will continue to involve all levels of staff in it. Our attention will be focused on automation and a move to new quarters. We have specific workshops in mind. Staff development will continue to be part of what we do for new programs mean new training.

No formal staff development program here. But, we will budget what we are allowed and will pay more attention to the content of our regular professional meetings.

No concrete plans yet, but we want to do technical service training and to involve staff in goals and objectives. Really important at this time.

The ambiguity of the planning for the future may reflect the nebulous view many of those surveyed have of staff development. Or, it may reveal the situation in California during the past few months and the confusion any plans for public services have faced for the future. Of course, both of these factors may have had a strong effect.

III. The Individual and the Library Involved in CIN-SD

With the background and context of the previous two sections, this section narrows the focus to the Project being studied and its perceived effects on individuals and libraries.

Both administrators and staff responding to Question 5 indicated strong consensus in their perception of the overall use of CIN-SD. Asked to check any categories that applied, equal proportions of administrators and staff indicated that in their situation, the project had provided stimulus or incentive for them to engage in staff development (36), provided stimulus or incentive for their library to engage in it, (41), and offered a supplement for their library's plans (39). Some responses indicated that the project served as a substitute for staff development plans and projects otherwise to be developed by the library or the individual (11). Six individuals specified other uses for the project. These added comments together with information from the interviews indicated that without CIN resources local library efforts would not have been initiated or formally developed and that CIN covers material in which the library lacked expertise: "introduced staff to concepts

and skills which encouraged them to seek more in-depth training through other sources" "would probably not have had any formal development without CIN resources" "provided some SD which our library would not have taken the initiative to do."

In interviews, administrators were asked if the Project had fulfilled expectations. Twelve responded positively: "I learned about SD as a concept and so see positive reactions from staff - I see it being used" "project was up to expectations and did what it was supposed to, but I expected too much from professional librarians" "got more than expected." Others were mixed: "very pleased for myself, but the staff did not get as much and some things did not fit our needs" "had to be watered down in view of the 300 libraries that have to be served, but we have seen performance improvement and have tried the techniques inhouse." Some had not understood the primary goals of the project or did not have clearcut expectations. One spoke strongly, "We did not have a strong in-house program and the Project took the burden off the administration for continued inservice program. But I had hoped for a real prototype for replication. How can funding be justified if not replicable?"

Respondents singled out strengths they perceived: "brought together all levels of staff" "techniques helpful in long run" "quality varied but generally was high, carefully planned, and adapted to the needs" "exposure to unique people and skills" "raised our sophistication" "'caring' was a real plus" "the CIN brand label came to mean quality" And, they saw weaknesses: "the jargon, especially at first, was a real barrier" "administrators accepted a commitment but have not followed through" "paraprofessionals got less" "needed more realistic building of expectations of participants and supervisors - they were too high" "distance was sometimes a problem" "promised outcomes not always possible."

The organized and systematic approach CIN-SD brought to developing its own program and to helping others develop theirs was a question on the questionnaire (Question 9). It was also asked in the staff interviews. Forty-four persons (65.7%), proportionately more administrators

than staff indicated that they did perceive this approach as the one being used. Some, however, did not perceive this (5.9%) and some were unsure (19.4%). The interview question, however, did not elicit the same level of perception for this approach was obviously not as clearly seen by those interviewed. The approach was seen more readily by libraries or groups with whom inservice programs had been developed and with whom the Project Director had worked closely. (Note: In many cases, the people interviewed were not the same as those receiving the questionnaire. And, in some cases, the interview question was not asked if not applicable.)

Those that did see this systematic approach and intended it as the one they used were asked about its benefits. Responses on questionnaires and in interviews included the following: "the concrete approach and way of thinking has increased awareness and made it applicable to our situation offering a sound base in the long run" "made us think more clearly, set priorities, focus on total training" "gave us the semantics and a sanction to use this approach" "prevents wheels spinning, able to hone in on specific needs, is more measurable but only valuable if specific about needs" "helped emphasize the importance of goal setting and objectives" "methodology was important and it offered a step-by-step approach, but we depended on Esta Lee for leadership and called on her for back-up" "promotes awareness of need, provides impetus to assign responsibility for SD on our own staff" "encourages staff to take a similar approach in problem solving."

And, when asked about the costs of this approach, time was the major cost identified. Others indicated: "no costs compared to the wrong way to do it" "long run costs are nil and can be defended, short run entails lots of in-kind staff time and time for planning" "this has become as rigid as the old way now."

In addition to the general consideration of the approach, the questionnaire asked specifically if the approach had benefitted the library. Thirty-six responses (53.7%) indicated benefits. For the most part the benefits listed were benefits from the Project rather than from the approach used. Responses from interviews generally addressed the use of the approach more usefully. Those "benefits" which are really results of the Project's activities and services are reported with the question on outcomes and results.

Specific uses of CIN-SD opportunities were indicated on questionnaires and in interviews. The questionnaire (Question 4) offered a checklist of available activities and services giving more concrete information than did the open and general interview question. From the questionnaire came the indication that the workshops (56), the staff exchanges (48) and the CIN seminars (40) and the learning materials packages (37) were the most heavily used with inservice training assisted by CIN within the library (29) and the use of Project expertise (29) less extensively used. Opportunities to learn how to train (18) and opportunities to develop and adapt learning resource packages in the library (12) were the least used.

Interviews revealed that many administrators and staff did not clearly distinguish CIN opportunities from other training done. The workshops and seminars where staff was sent outside the library had the highest visibility and identification with CIN. (Of the workshops the communications, reference skills, goals and objectives, and administrative skills were the ones most often mentioned.) Packages seemed readily identified as CIN-SD. The use of Project expertise was less evident, perhaps known only to the individual(s) in the library with direct contact.

A similar checklist of activities and services was given in Question 8 asking which CIN-SD opportunities were most effective. Workshops (41), seminars (17), staff exchanges (17), and inservice training activities were the highest with all others much lower. The ones thought to bring the quickest results included inservice training activities (13), workshops (12), staff exchanges (10), seminars (9), learning resource packages (8) and use of Project Director (7). The ones identified as having the most lasting results were workshops (22), staff exchanges (13), inservice training activities (11), seminars (10), and learning to train others (8).

Interviews with administrators asked if the Project had been helpful to the library and, if so, how, or, if not, why not. Over three-fourths of the administrators indicated it had been helpful, and then were specific: "I've noted some behavior change and I think we got closer

to in-house problems that seemed to be real" "helped us implement a city-mandated MBO program - we couldn't have done it without CIN" "change has occurred and there have been incidents of on the job applications of learnings" "staff now sees staff development as no threat. We have learned to participate more widely in planning and decision making" "supplemented our own strong employee development program through the city, mostly for technique" "CIN gave us our only access to staff development, nothing is offered internally" "in addition to help with the topic, we find by-products of stimulation, stepping out of our routine, sharing with other participants, awareness of other libraries" "more tolerance and understanding is overcoming some of the barriers" "planning for change and training for reference staffs" "we now have inhouse capability--two leaders are now doing internal training and more plans are afoot."

Others were more extensive with their explanations and descriptions:

It led me to assign staff development as a part of the job responsibility of the assistant librarian and we are planning and doing staff development. The department heads are using communications skills, aware of them and making efforts to use techniques from CIN, for example, the use of facilitator/recorder at meetings. It has increased everybody's awareness of staff development as a practice and of their role in the library. A strong morale factor.

Some people have gone into better jobs. Supervisors have developed an understanding of the relationship of staff, library and community. Supervisors are more able to deal effectively with CETA and Affirmative Action employees.

We have made an effort to look over our own program, it helped show us what we thought we were doing, with Esta Lee's consultations and we found we did not have as good instruction as we thought. Offsite workshops were a stimulus and morale factor. Supervisory staff have had meetings to review present goals and set new goals for the library. This and departmental and personal goals spread the results throughout the staff.

We now have a way of planning and working together as a county system. Feeling before was that the effort was nebulous but after the workshop we felt real progress. Staff started working together on an action plan concept. We found it powerful. "Off to the races now." We anticipate action.

Some, however, were less positive: "believe we expected too much, some of this is rather subtle and not too measurable" "we could have used follow up workshops to good effect" Everyone interviewed had found something within the CIN-SD experience helpful. But sometimes the term

"helpful" was a vague impression rather than a specific focus.

Staff interviews asked a similar question to elicit from them the outcomes of the Project from that perspective. Here, again, the responses were strongly positive, some focused on the outcomes to the library and some focused on personal results. Some of the more general library-based outcomes were indicated as: "performance and attitudinal changes noted" "well received by those who went" "subtle, mostly in ways of communicating, for example, I heard references made to workshops afterwards" "common ground of understanding with good interchange with others and their ideas and problems" "increased interest and inspiration to do library tasks differently for staff has expanded things they were doing before" "gave us techniques and framework and confidence to use goals and objectives" "I noticed that attitudes have to change first, and they produce real behavior change and then, only then, is productivity affected" "meeting management techniques important and have been applied inhouse" "new ideas and new approaches."

The personal outcomes were more specific and illustrated some of library-based outcomes: "Maybe I take a more professional attitude and have a sense of belonging to the library world and I know now I can tap other resources" "paraphrasing technique helps me find out early communication problems" "more friendly and with better service attitude" "I help people in different ways" "went to staff development on my own after my CIN experience" "I hold different kinds of meetings now with more positive techniques" "handling reference requests better and I know the resources and limitations" "developed listening skills for use in meetings and am more participative now" "have changed how I operate, am more skillful" "some refocused attitudes."

Two interviews brought both of these focuses together.

Desk people are better and faster at reference. CIN helped with new perspective and we became conscious of roles. We now have staff meetings with topics that were CIN workshops. Results would have been more possible if we had a larger staff and a more cohesive staff development program.

Follow up is very necessary as is preliminary preparation for realistic expectations. We got a lot; a more clear idea of our responsibilities and priorities; an improved ability to do reference work, which saves time of the supervisors; plans

for inhouse workshop to meet newly discovered needs, a cohesive feeling with other system staff including branch connections. And, I found it useful to identify pieces of my own job.

But, perhaps one observation deserves a highlight in relation to the perceived outcomes at both library and personal levels: "Attitude is important, the active learners picked up a lot but some got nothing."

Another staff interview question asked: How effectively has the CIN Staff Development Project met your library's needs? Here, the positive and mixed reactions were more balanced in proportion to one another: "easier to deal with and 'sell' technologies than communication skills and human skills" "communication workshop and one on administrative skills were more effective for us than those on specific topics since the timing was right for us" "training is used everyday in the training of staff, scheduling, brainstorming, eye contact and force field analysis plus we see a broader scope and have a clearer idea of what we're trying to do" "all are applicable on the job and we have done inhouse workshops now" "took of a number of problems for our library" "the breadth was noteworthy" "I have observed behavior change throughout the system, for example meetings are more open" "good for orienting to a new subject" "good for librarians, especially the reference ones" "staff has chance through this to keep learning and growing" "attitude of sharing what is learned is growing" "from our action plan to improve meeting techniques the communication in all meetings has been impacted and information filters to all staff."

Balancing these positive responses, however, were those who saw it differently: "not particularly for our type of library, oriented more to public library needs" "sometimes seems too specialized for public libraries" "could have been more in depth - the level of the reference workshop was basic, helpful to some but not to others" "some were a waste, for example the one on 'attending' for it did not change my behavior but I was aware of it and had a name for it" "personal growth and professional growth are better if not meshed" "we always have the pressure of work to do and they (workshops) don't always happen to correlate with work" "not entirely, too much in depth for the library and too general for me" "some discrepancy for the use of the communication workshop did not perfectly fit our need for

communication" "the follow up is missing" "more like dessert than main staple food and lots of our high priority needs are not met by CIN" "we needed paraprofessional needs answered both for subjects and levels" "most activities a rehash of what we have done here but at a lesser level than expected" "we got resources and materials but wish for more follow up materials or sessions for reinforcement and some time at the local level to practice and continue learning."

The more personal perspective was drawn out with another interview question directed at staff members: How effectively has it met your needs as an individual? Here there were many reports of what individuals got from the various CIN-SD activities but little linkage with what their needs were. The responses were primarily positive in tone and enthusiasm in the meeting where the interview was conducted for the most part. Some of the statements: "I had the awareness but this gave me the skills to carry it out" "now see the importance of staff development" "would feel isolated without it" "gives scope to me and the update is important" "met our needs as an old timer and as a new professional in the field" "I'm more organized and comfortable at meetings and have measurable task-oriented objectives now" "it did help my over-all work" "I met needs I didn't know I had and picked up new skills" "I couldn't have developed our program without Esta Lee's help" "I now look consciously for opportunities and the rub-off of attitudes and views."

Some saw it differently: "my needs can't be met that way - a workshop too broad" "did not meet my expectation" "unsure how much transmitted" "library needs met but personal needs not so well met" "needed to assess my own needs and have goals and objectives before a good selection (of learning opportunities) could be done" "exercises were not all that valuable, presentations perhaps more valuable." The negative responses were fewer in number and no one staff group was consistent in negative response.

Interviews asked staff members if they had had adequate access to the Project's services and resources. Generally speaking the answer was yes. A number of staff, however, stated that the information

about CIN opportunities was not shared throughout all levels of the library staff. Notice got to department heads but was not filtered down to paraprofessional staff. This, it seemed to most, was not a CIN responsibility but rather one of the library itself. Access for one group was inhibited because of an administrator failing to help identify needs and encourage participation. Frequency of opportunities was a limitation on the number of staff that could attend. If there had been more repeats, more staff could have attended. It might be noted here that several libraries, during the interviews, seemed unaware of the scope of CIN activities. This was more prevalent in staff than in administrator interviews.

Questionnaire respondents (Question 6) indicated that libraries learned of CIN activities primarily through the Network News (85% of all questionnaires returned) or through library staff members (55.2%). Library administrators indicated greater awareness from presentations by Project staff than did their staff members. Information from staff of other libraries was negligible (13.4%). Several respondents indicated that they learned of opportunities with flyers, system coordinators, CIN liaisons and personal contact.

Although 93.7% of those responding indicated there was no more effective way to know about the Project's efforts and availability, four staff members commented: "perhaps circulation/clerical support staff should be informed separately" "sometimes news of a program was slow getting to us" "direct mailing to all branches would be helpful" "main library personnel access to newsletter is small and larger distribution might be the answer" "reports and accounts in newsletter sometimes too wordy and lengthy;"

When asked if the multitype network (CIN) had been an appropriate context for cooperative training and staff development assistance, the administrators interviewed indicated, by over half, that it had been. Those endorsing the concept and practice commented: "yes, the contacts alone are significant, common needs and problems were found and we had a viable exchange" "yes, it is efficient and cost effective, good to have different kinds of libraries for it broadens the people contacted"

"yes, because of the factor of size for if it is too small, training is not economically viable" "yes, it has been a way to focus in on a number of libraries and maximize the ability to disseminate information as a network" "it enabled use of CIN services such as teletype and how to use it; thus, it became a facility to use the system mode" "yes, there were no strings, yet they have the ability and resources."

Most of those with dissenting views or mixed opinions indicated that the system was a viable choice. For some of these administrators, the originally proposed system approach had been a good one: "might have been easier and just as effective if done by systems" "my original opinion was that the system was the best way, but funding dictated CIN so we went that way and I now feel that is appropriate." Other dissenters were neither adamant nor specific. One pointed out: "CIN should not do staff development if there is not a specialist position maintained, for then the system should be responsible." Another commented that it was not realistic to expect academic libraries to be that involved in an intertype network training program. (It might be noted here that one of the most frequently mentioned benefits by the staff in the staff interviews was the exchange with others from different libraries -- and one of the most frequently mentioned difficulties was meeting the diverse needs from the different libraries.)

Probe questions pursued this basic question and asked some administrators what effect the Project has had on the network. Some qualified their response with the indication that it was too early to tell. Most, however, indicated that the Project was tangible and a product of CIN that was able to be seen and referred to. This was seen as an advantage to the network. Others indicated that the network members were closer together, at all staff levels, and more likely to think of and use others in informal exchange, especially in reference work. "Increased awareness of the network is obvious."

Asked about the effect of the Project on the system, administrators indicated that it: "has prompted us to think beyond our own boundary lines for borrowing" "has helped us realize that more systematic planning is needed" relieved the system of some production pressure" "improved skills, especially reference, and made staff more effective" "improved our meeting quality" "reinforced the unity perhaps." And, administrators also saw

some effect on the library's involvement in the network and the system: "working relationships strengthened" "better able to use reference resources" "more exposed to broader point of view and each other as people" "showed up immediately in service to patrons."

Administrators were asked in the interviews whether they shared information about their involvement in the Project with municipal or county officials, such as personnel or fiscal officers, or with the library board. Ten had done so with one of these at some point or another. Many had done it as a justification for the budget or a point of information on an agenda. In one case, CIN training was justified over a city training program because of its library context. Another instance: one librarian believes that the city may have been influenced to do some in-house training in other agencies as a result of the results of the library's success in it. Other comments: "yes, because the city manager has stressed training for supervisors and department heads in agencies" "I reported the staff exchange to the city manager and he was interested in this as a means for training" "yes, our auditor is looking for measures of effectiveness of training in his evaluation of program budget areas."

Although administrators were asked in the interviews why they had decided to participate in CIN, no pattern of responses evolved. Most responded with the list of what they had participated in. Most comments indicated that it was there and available, "those who don't take advantage of the opportunity miss the benefit." Others said: "it was well organized and presented the point of view in a library context which came at a time we needed it" "it gave us focus and prevented slippage" "some of the topics were close to our needs." In all but two instances, administrators reported that staff was free to select and go to CIN activities when scheduling permitted and when their interest was job-related.

Question 10 on the questionnaire asked whether respondents could identify staff development leadership as being in the library. This question and its responses are reported in section B. The question went on, however, to ask if that leadership that has been identified emerged as a result of CIN-SD. Only 29.2% of those responding thought

that being involved with CIN-SD was responsible for this leadership, where it existed. And, of those, one added "in part" to qualify the positive answer. The majority, 43.8%, did not think CIN was responsible for the staff development leadership in the library and 27.1% were unsure. Twenty fewer people answered this question than answered the one asking if the leadership was present in the library. Whereas all questionnaire respondents answered the first part, only 68% of the administrators and 73% of the staff responded to the second part. Of those responding, nearly two-thirds more administrators thought CIN-SD was (at least partially) responsible for the development of that leadership than did staff. A lesser edge was apparent in the "no" response and over twice as many staff were unsure as were administrators.

In a related question, staff were asked, in the interviews, if the project had strengthened the staff development capability of the library. Many responded that CIN-SD had provided the basics and the basis for further in-house: "good general base to build on" "a good background" "Project was important to be an example." Others were more specific: "Project had the capability already there, and the commitment" "we have more capability, but not much and not much practiced here for our expertise in the subject areas is lacking" "we can do more with what we have but can't do it in a multilibrary context" "we have the techniques, general organization and approach from CIN and from Training of Trainers (a municipal program)" "we are now more aware of the need for staff development and see the little we have" "their (CIN-SD) organized approach has made it more important."

And, still others gave it more depth:

Yes, in knowing how, but not in enabling more staff and money to pay for it. Have an idea now of how to do it and now the other staff knows what to expect and would accept and understand our staff development efforts.

Yes, it has improved our ability but we are not ready yet to do it. We need the impetus and catalyst from outside. And we need to know when we need an outside person to help. We now lack focus, have reached a plateau and need a new catalyst. (from a library involved early in the project in inservice training and working closely with the Project Director)

We have a set of trained trainers, believe we can do it, too. Esta Lee and the Project in their manner of presenting eased

the transmission and allows us to do it on our own. We got an understanding of the "how" to do a workshop at the same time as doing it.

We need it (the Project) now more than ever before. Leadership did emerge and our own staff development is now important. We need a greater administrative willingness for we have a capable staff. But, financially and staff-wise it is harder now. We did not have administrative support earlier but have it now so we yet may be able to do it.

We are doing it, but find the need of a back-up and would like to continue the advice and consultancy. This is a beginning and things can be done. We don't have the depth to do it, not enough behind us.

On this and other questions, staff members from the same library expressed different views so statements made reflect more the individual's idea and opinion than the library's stance or condition. This diversity was most apparent in response to this question for "capability" could mean willingness, skills, or specialized knowledge. In a number of libraries, staff members doubted that staff development would be a very significant effort without the leadership and resources from CIN-SD to draw upon and with the impact of Proposition 13 being felt to a greater extent.

IV. The Anticipated Effects of Proposition 13 on Library Staff Development

The final question (number 16) on the questionnaires asked both administrators and staff members for their opinions on the effect of Proposition 13 changes in organization and funding in relation to staff development efforts in libraries. The question was also introduced (by interviewees or interviewer) in some of the interviews. This section brings together comments from any and all of these sources of information.

The range was wide and responses included perhaps 10% indicating that there would be no change and ranging from that to "disasterous, we simply will have no staff development." Many indicated that it was difficult to tell with the many changes taking place and many decisions still unmade about library services and programs and personnel. These responses came from administrators and staff alike with no apparent pattern surfacing more with one group than another.

The responses indicating that there would be little or no change for them due to the passage of Proposition 13 were primarily special

libraries, a couple of academic libraries and a couple of public libraries. Two of these responses indicated that there would be some effect as a spin-off from the effects on other libraries but no direct effect.

It was a question which evoked emotional response in the interviews where it was introduced: "since 13, our energies have gone into staying alive" "we exist day to day to keep the libraries running" "we can have no plans other than today, just to keep the libraries open for business" "training is on the back burner for now" "budget slashed and staff cuts make plans impossible at this time."

Most responders saw staff development efforts being curtailed, due to more restricted budgets, increased staff workloads and tightened schedules. Fewer staff will be able to attend workshops and seminars away from the library. Less staff time will be available to spend on developing in-house opportunities. Staff development will have even less of a priority. Staff development done by cities, counties and academic institutions will also be cut eliminating that alternative.

The effects seen by curtailing staff development may be many as seen by responders. The responsibility for staff development will fall on local library administrators mainly. And, if it is not assumed, the individual staff members "will have to rely on other sources and use own time for intensive staff development." Staff will "succeed or flounder by individual efforts and motivations." "Benefits from current or recent workshops will fade from lack of reinforcement and an inability to explore new areas of staff development." And, of course, lessening of the quality of service offered was a concern, more often implicit than explicit.

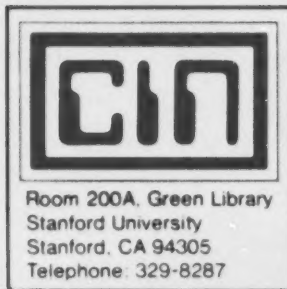
One fourth to one third acknowledged that a "catch 22" situation exists: the possibility of staff development is less and the need for it is more. With personnel cutbacks, staff are receiving new assignments and responsibilities for which they are less capable, and for which they can expect less training. The poor morale resulting from job insecurity will produce turnover of staff as well as reassignment. New personnel will be left without training other than of a cursory sort. Some libraries will be staffing with part time employees and there the need is greater for training. Individuals will be burdened with tight routines, less able to develop career paths. A curtailed

"staff will be overloaded with job responsibilities and the conscientious will 'burn out'" as one staff member put it.

Some individuals expressed the hope that the situation would "right itself" and staff development would again be seen as important. ("I think priorities will be established and the burden will ease in the long run.") Others were less hopeful: "temporary curtailments tend unfortunately to become permanent; 'we got along without it before...'" "unless a major change is found for library funding, there will probably be no time or funds."

A number of responders took a long range view: "low salaries and poor working conditions will attract lower quality employees" "low morale in libraries due to low salaries and more responsibilities" "poorer service to patrons unless informed and effective employees" "more necessity of individuals to use own time and money for self development" "either libraries will find ways of integrating staff development activities into other activities or the profession as a whole will suffer" "we will have to do more on our own" "without CIN-SD, likely to be only in-house, lacking the broader view and expertise" "warehouses of information will accumulate and a new breed of information processors will be developed to provide access to the accumulated information" "development will be left up to the individual" "we will lose staff development as a function."

One immediate and obvious effect of Proposition 13 has been on the morale of staff. Personal and institutional insecurity, the many changes already made, and the uncertain future have eroded administrative and staff convictions and, perhaps, their commitment. But, as one administrator pointed out: "We are learning about and getting involved in the political process and that may be a long-range gain."



COOPERATIVE INFORMATION NETWORK

LIBRARY COOPERATIVE ■ SANTA CLARA SAN MATEO SANTA CRUZ MONTEREY & SAN BENITO COUNTIES

Total forms returned: 67 (+4 late)
Administrators 22
Staff 45

STAFF DEVELOPMENT QUESTIONNAIRE

Information requested on this questionnaire is needed for a study "to examine and evaluate the impact of the CIN staff development project in individual CIN libraries, and to recommend methods for establishing on-going staff development programs in libraries." Questionnaires and interviews will elicit information about staff development in the libraries served by the CIN Project, and then to translate that into a useful aid for decision makers in libraries facing staff curtailments and service changes.*

You, as one of a selected number of staff members from libraries that have participated in the Project, will be a primary source of the needed information. Thus, your frank responses on this questionnaire will be appreciated. They will aid the accuracy of the findings and the soundness of the recommendations. If you wish to expand on any answers or to add your comments in addition to the questions asked here, please use the back of the form. Anonymity of all responses will be preserved, but if you wish to identify yourself you may do so.

Please return your completed questionnaire by January 13th directly to me in the attached self-addressed, stamped envelope. Thank you for your cooperation.

- | | admin | staff | total | | admin | staff | total |
|---|---|-------|-------------------------------|--------------------|-------|-------|------------------|
| 1. Your type of library: | 16 | 31 | 47 | public | 4 | 5 | special |
| | 5 | 9 | 14 | academic | 0 | 1 | school |
| 2. Your position in the library: | 20 | 2 | 22 | administrator | 2 | 15 | librarian |
| | 4 | 21 | 3 | manager/supervisor | 0 | 11 | paraprofessional |
| 3. In your view, does your library provide staff development for its personnel: (check one) | | | | | | | |
| <u>1</u> <u>5</u> <u>6</u> | All staff development is done by the library. | | | | | | |
| <u>14</u> <u>26</u> <u>40</u> | I estimate about ____% of staff development is provided by my library. | | | | | | |
| <u>6</u> <u>10</u> <u>16</u> | No staff development is provided by the library but our staff development is provided from other sources such as: _____ | | | | | | |
| <u>0</u> <u>2</u> <u>0</u> | No staff development is provided from any source. | | | | | | |
| 4. As an individual, do you believe yourself to be: (check one) | | | | | | | |
| <u>11</u> <u>21</u> <u>32</u> | active | | <u>12</u> <u>23</u> <u>35</u> | interested | | _____ | casual |
| | | | | | | _____ | not involved |
| | in staff development. | | | | | | |

* CIN applied for and received LSCA /79 funds for an evaluative study of their three year Staff Development Project. This survey is part of that study. The final report will be available in April, 1979.

4. Has your library been involved in the CIN Staff Development Project?

^{a s t}
21 41 62 yes 0 1 1 no 0 2 2 don't know

If you answered yes, indicate the ways in which your library has used the Project? (Check any of these categories you know have been used by your library since the project began in 1975.)

^{a s t}
11 18 29 inservice training activities offered in your library.

17 39 56 specific workshops, such as Communications Skills, Administrative Skills, etc. offered outside your library and available to library staffs in the CIN region.

12 17 29 opportunities to use Project expertise (i.e. consultation) to help plan and organize staff development in your library.

12 25 37 opportunities to use existing learning resource packages such as "Basic Reference Correspondence Course," "Subject Reference Package," "Funshops," "Videotaping," etc.

5 7 12 opportunities to develop and adapt learning resource packages in your library.

10 8 18 opportunities to learn how to train other staff.

17 23 40 CIN seminars.

18 30 48 CIN staff exchanges.

5. Whether or not you personally were directly involved in the Project, did you perceive the staff development efforts offered by the CIN Staff Development Project as: (Check any that apply)

^{a s t}
12 24 36 providing stimulus or incentive for you to engage in staff development.

14 27 41 providing stimulus or incentive for your library to engage in staff development.

16 23 39 offering a supplement for your library's staff development plans.

4 7 11 substituting for staff development plans and projects which otherwise would have been developed in your library or by you individually.

2 4 11 other. (Indicate) _____

6. How did you usually learn about CIN-SD efforts? (Check any that apply)

^{a s t}
20 37 57 through the CIN Network News.

9 12 21 presentations by Project staff.

11 26 37 information from library staff members.

6 3 9 information from staff members of other libraries.

7 3 10 other means. (Indicate) _____

7. Would there have been a more effective way to know about the Project efforts and availability? ^{a s t} 0 4 4 yes ^{a s t} 19 36 55 no

If you answered yes, how? (Be specific) _____

8. Of the CIN-SD opportunities used by your library, check the ones you thought were:

	the most effective			brought the quickest results			had the most lasting results		
	ad.	st.	total	ad.	st.	total	ad.	st.	total
a. specific workshops offered in the CIN area	13	28	41	3	9	12	7	15	22
b. inservice training activities offered by CIN in your library	5	5	10	6	7	13	5	6	11
c. learning resource packages from CIN	1	4	5	3	5	8	2	1	3
d. learning resource packages developed on your own	2	4	6	2	1	3	0	2	2
e. use of Project director to plan and organize in-house staff development	2	4	6	3	4	7	1	0	1
f. learning to train others	3	1	4	2	1	3	5	3	8
g. CIN seminars	7	11	17	4	5	9	4	6	10
h. CIN staff exchanges	8	9	17	3	7	10	6	7	13

9. The CIN Staff Development Project attempted to bring an organized and systematic approach to developing its own program and to helping others develop theirs. Specific examples of this approach include: identification of needs, a definite planning process, assignment of staff development responsibility, design of learning experiences and instruction, production of workshops and other activities, personnel and program evaluation, recycling experiences in future programs, distribution of written reports and information.

Did you perceive this as the approach used? ^{a s t} 19 26 44 yes ^{a s t} 0 4 4 no ^{a s t} 3 11 13 unsure

Has this approach benefited your library? ^{a s t} 16 20 36 yes ^{a s t} 1 1 2 no ^{a s t} 3 16 19 unsure

If it has benefited your library, describe briefly how: _____

If it has not benefited your library, describe briefly why not: _____

10. Is staff development leadership now present in your library?

^{a s t} 16 18 34 yes ^{a s t} 4 13 17 no ^{a s t} 2 15 17 unsure

If you answered yes, do you now think this leadership has helped your library? (Be specific) _____

Did the staff development leadership emerge as a result of the CIN Staff Development Project? ^{a s t} 6 8 14 yes ^{a s t} 9 14 21 no ^{a s t} 2 11 13 don't know

11. Do you perceive a difference between in-house staff development and outside continuing education? ^{a s t} 9 3 4 2 yes ^{a s t} 2 8 18 no

If you answered yes, what is that difference? _____

12. In your view, is staff development more important (Check one)

^{a s t} 5 16 31 to improve staff on-the-job capabilities in relation to assigned jobs, or

16 22 37 to improve the effectiveness of staff members in relation to the library organization.

13. Have you personally found your learning experiences from staff development activities able to be practiced and incorporated in your everyday library responsibilities

^{a s t} 1 2 3 always? ^{a s t} 10 21 31 often? ^{a s t} 7 17 24 sometimes? ^{a s t} 2 2 4 infrequently? ^{a s t} 0 0 0 never?

Describe a specific experience you have had that would illustrate your response: _____

14. Where do you think the primary responsibility for staff development lies? (Check any that apply)

^{a s t} 9 8 17 with the individual

13 27 40 with the employing library

5 3 8 with the cooperative library system

2 2 4 with CIN

12 16 38 with all of these

15. Does your library now have the capability to meet its own staff development needs for the most part? ^{a s t} 4 8 12 yes ^{a s t} 13 18 31 no ^{a s t} 3 16 19 unsure

If you answered yes, why? (i.e. what makes it now possible?) _____

If you answered no, why not? (i.e. what is lacking?) _____

16. What do you think will be the effect of Proposition 13 changes in organization and funding on staff development efforts? _____

Short range? _____

Long range? _____

THANK YOU FOR YOUR COOPERATION

DEADLINE: JANUARY 13

RETURN TO: Barbara Conroy
Box 502
Tabernash, CO
80478



Room 200A Green Library
Stanford University
Stanford, CA 94305
Telephone 329-8287

COOPERATIVE INFORMATION NETWORK

LIBRARY COOPERATIVE ■ SANTA CLARA SAN MATEO SANTA CRUZ MONTEREY & SAN BENITO COUNTIES

Total forms returned = 6

STAFF DEVELOPMENT QUESTIONNAIRE

1. Your type of library: 2 public 0 school 2 academic 2 special
2. Your position in the library: 5 administrator 1 librarian
3. As an individual, do you believe yourself to be: (check one)
5 active 1 interested 0 casual 0 not involved
in staff development.
4. In your view, to what extent does your library provide staff development for its personnel: (check one)
1 All staff development is done by the library.
3 I estimate about ____% of our staff development is provided by the library.
1 No staff development is provided by the library but our staff development is provided from other sources such as: _____
1 No staff development is provided from any source.
5. In your view, is staff development more important: (check one)
2 to improve staff on-the-job capabilities in relation to assigned jobs, or
3 to improve the effectiveness of staff members in relation to the library organization.
6. Have you personally found your learning experiences from staff development activities able to be practiced and incorporated in your everyday library responsibilities:
0 always? 4 often? 2 sometimes? 0 infrequently? 0 never?
7. Have you found the learning experiences used by your staff members able to be practiced and incorporated in their everyday library responsibilities:
0 always? 3 often? 2 sometimes? 0 infrequently? 0 never?
8. Do you have staff development leadership
3 available in your library 3 available conveniently from: _____

9. Does your library now have the capability to meet its own staff development needs for the most part? 3 yes 2 no unsure
If you answered yes, why? (i.e. what makes it now possible?) _____

If you answered no, why not? (i. e. what is lacking?) _____

10. Do you perceive a difference between in-house staff development and outside continuing education? 4 yes 1 no
If you answered yes, what is that difference? _____

11. If your library provides staff development efforts for the staff:
What kinds of efforts are provided? _____

What is the major strength of your staff development program? _____

Is this strength due to the fact that you do your own staff development? 3 yes 0 no Comment: _____

What problems have surfaced with your staff development program?

What lacks have you found so far in your staff development program?

In the beginning of your program, what were the chief factors that prompted you to start staff development? _____

12. What do you think will be the effect of Proposition 13 changes in organization and funding on staff development efforts? _____

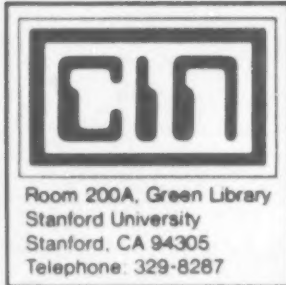
Short range? _____
Long range? _____

(Note: anonymity of responses is preserved)

Thank you for your cooperation.

Deadline: January 28

Return to: Barbara Conroy
Box 502
Tabernash, CO
80478



COOPERATIVE INFORMATION NETWORK

LIBRARY COOPERATIVE ■ SANTA CLARA, SAN MATEO, SANTA CRUZ, MONTEREY & SAN BENITO COUNTIES

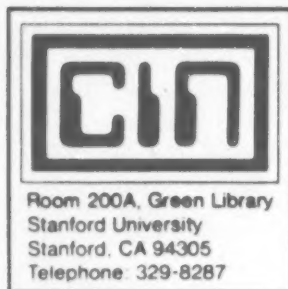
SCHEDULE OF INTERVIEW QUESTIONS

ADMINISTRATOR FORM

The interviews to be conducted January 15-27 will include the following questions. You may wish to give them some thought and jot some notes prior to the interview. Thank you for your cooperation in this study.*

1. In what ways has your library been involved in the CIN Staff Development Project?
2. Has the Project fulfilled your expectations?
3. In your view, what is the role of staff development in the library?
4. Has the CIN Staff Development Project been helpful to your library?
5. How do you evaluate and document the results from staff development results in your library?
6. Did you, at any time, share information about your involvement in the Project with your municipal or county officials, such as personnel or fiscal officers, or with your library board?
7. How important has it been to have trainers and facilitators from outside your library available to you?
8. Has the multitype network (CIN) been an appropriate context for cooperative training and staff development assistance?
9. What are your future plans for staff development?

* CIN applied for and received LSCA 1978/79 funds for an evaluative study of their three year Staff Development Project. This survey is part of that study. The final report will be available in April.



COOPERATIVE INFORMATION NETWORK

LIBRARY COOPERATIVE ■ SANTA CLARA, SAN MATEO, SANTA CRUZ, MONTEREY & SAN BENITO COUNTIES

SCHEDULE OF INTERVIEW QUESTIONS

Information sought through this interview is needed for a study "to examine and evaluate the impact of the CIN staff development project in individual CIN libraries, and to recommend methods for establishing on-going staff development programs in libraries." Questionnaires and interviews will elicit information about staff development in the libraries served by the CIN Project, and then to translate that into a useful aid for decision makers in libraries facing staff curtailments and service changes.

You, as one of a selected number of staff members from libraries that have participated in the Project, will be a primary source of the needed information. Your library administrator will be setting a convenient time and date for me to meet for a 45-minute interview with a group of three or four staff members from your library. We will discuss your responses to the questions on this Schedule of Interview Questions. Prior to my meeting with your staff group, I will be interviewing your library administrator using similar questions.

You may wish to give these questions some thought or to jot down some notes prior to the interview. Please bring this schedule to the interview. Thank you for your cooperation in this study.

Barbara Conroy

1. Have you been involved in staff development activities recently?
What were/are they?
2. What do you see as the role of staff development in a library?
3. Have you had adequate access to available CIN Staff Development Project services and resources?
4. How effectively has the CIN Staff Development Project met your library's needs?
5. How effectively has it met your needs as an individual?
6. What specific results have you seen as outcomes from the CIN Staff Development Project?

(over)

7. The CIN Staff Development Project has attempted to bring an organized and systematic approach to developing its own programs and to helping others develop theirs. Specific examples of this approach include: identification of needs, a definite planning process, assignment of staff development responsibility, design of learning experiences and instruction, production of workshops and other activities, personnel and program evaluation, recycling experiences in future programs, distribution of written reports and information.
Has this approach used by CIN-SD affected your library?
8. How important has it been to have trainers and facilitators from outside your own library available to you?
9. Do you see barriers which prevent involvement in staff development?
10. Has the Project strengthened the staff development capability of your library?

Note: CIN applied for and received 1978/79 LSCA funds for an evaluative study of their three year Staff Development Project. This survey is part of that study. The final report will be available in April, 1979.

APPENDIX G

SYSTEMS AND LIBRARIES PARTICIPATING IN THE STUDY

Systems

Inland Library System
 Monterey Bay Area Cooperative Library System
 North Bay Cooperative Library System
 Peninsula Library System
 South Bay Cooperative Library System

Libraries

Burlingame Public Library	Riverside Public Library
Daly City Public Library	St. Patrick's Seminary
De Anza College Learning Center	San Bruno Public Library
Evergreen Valley College	San Jose Public Library
Fort Ord Library System	San Jose State University
Hartnell College	San Mateo County Library
Hewlett Packard	-Belmont Branch
Los Gatos Memorial Library	San Mateo Public Library
Marin County Public Library	Santa Clara City Library
Menlo Park Public Library	Santa Clara County Library
Monterey County Library	-Cupertino
Monterey Public Library	-Los Altos
Mountain View Public Library	Skyline College
NASA Ames Research Center Library	SRI International Library
Pacific Grove Public Library	South San Francisco Public Library
Palo Alto Public Library	Stanford University
Raychem R&D Library	Sunnyvale Public Library
Redwood City Public Library	University of California, Santa Cruz

APPENDIX

INTERVIEWED LIBRARY PERSONNEL

Evelyn Alexander	Guy Gilman	Marilyn Morrison
Claudia Argyres	Elsi Goering	Pamela J. Nicolai
Irene Ashton	Helen Harris	Harold Olson
Victoria Atherton	Ned Himmel	Janina Paul
Judith Auth	Terri Hirt	Florence Payne
Bruce Bajema	Natalie W. Hodgson	Waynn Pearson
Patti Bergsing	Nancy Holland	Anne Ramberg
Barbara Campbell	Helen Hollod	Chris Robinson
Sheila Cavanor	Pamela Hook	Margaret Rockwell
Stella Chan	Barbara Hughes	Dianne Rynne
Samuel Chandler	Louva Huntington	Charlotte Sakai
Sandy Coleman	Terry Jacksen	Adrienne Savetnick
Harriett Covey	Lee Kalsavage	Anne N. Seeley
Dean Davis	Louise Kirkpatrick	Cecillia Shearron
Alice Dement	Ruth Kelly	Betty Sherwood
Maryanne Dornlas	Patricia Lawrence	Donna Spieller
Marian Eldridge	Ruth Lawson	Jacquiline Spillane
George Elser	Ralph Lewis	William Stanley
William Ereneta	Irene Liebenberg	Dorothy Steven
Al Escoffier	Maryalice Long	Ruth Stilwell
Judy Ersinger	Susanna Liu	Beth Svee
Kenneth Fawson	Angie Lopez	Rose Mary Towns
Mike Ferrero	Catherine Lucas	Carol Tefft
Ruth Foresberg	Jan M. Luciani	Nan Stormont Vaaler
Katherine Forrest	Susan McCoy	Barbara Van Deventer
Jane S. Foster	Marlys Mahr	Leslie Whitaker
June Fleming	Ronny Markoe	Deloris Whitley
Lucy Forcuccio	Joan S. Martinez	Barbara Wynn
Karen Frederickson	Ethel A. Medari	Janice Yee
Margaret Galvin	Joy Molder	Pat Yowell
Marilyn Gillespie	Robert Morrison	Helen Yule

(Note: a few names are omitted here because undecipherable)